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ABSTRACT

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with identifying and using instructional strategies and methods that are critical to the instruction of handicapped juvenile and adult offenders. Addressed in the individual sections of the module are the following topics: the direct interventionist approach to instruction, systematic models of instruction, levels and methods of assessment, selection and writing of behavioral objectives, task analyses, antecedent-response-consequence instructional units, the role of student attention and learning, ways of securing and maintaining student attention, classroom organization, transitions and classroom management, and the role of independent seatwork activities. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

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C/SET

CORRECTIONAL/SPECIAL EDUCATION TRAINING PROJECT

TEACHER TRAINING MODULE #7:

INSTRUCTIONAL METHODS AND STRATEGIES

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INTRODUCTION

This module is one in a series of training packages that have been designed for working with the handicapped adolescent and young adult in correctional settings. This particular module focuses on the Instructional Methods and Strategies. The complete set of C/SET Training Modules includes information on the following topics:

Module 1: Correctional Education/The Criminal Justice System
Module 2: Characteristics of Exceptional Populations (Juvenile and Adult)
Module 3: Overview of Special Education
Module 4: Overview of PL 94-142 and IEPs
Module 5: Assessment of Exceptional Individuals
Module 6: Curriculum for Exceptional Individuals
Module 7: Instructional Methods and Strategies
Module 8: Vocational Special Education

MODULE COMPONENTS

This module has been designed as a self-contained training package. It contains all the information and materials necessary to conduct training. Additional information and materials can be included at the discretion of the trainer.

Instructional Design Specifications. This cover page includes the following information:

Module Title
Competency Statement
Rationale Statement
Prerequisites

Module Objectives

Evaluation Procedures and Criteria

Learning Activities and Alternatives

Content Outline

References

Handouts

Overhead Transparency Masters

Training Evaluation Form

RECOMMENDED PREPARATION PROCEDURES

1. Review Materials. The trainer should thoroughly review the entire package and become familiar with the content of each component.

2. Conduct Needs Assessment.
   a. Type in the name and address of the trainer on the Needs Assessment Form.
   b. Duplicate the form and distribute to participants well in advance of the established training date(s).
      Note: Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero (e.g., 1.0, 2.0, 3.0). As such, each needs assessment question represents a very broad content area.

      A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for training or when there is a limited amount of time for training.

3. Review the completed Needs Assessment Forms.

4. Select the topics/content to be presented.

5. Formulate objectives for the training sessions. The major objectives are listed on the Module Objectives pages(s). In situations where the training is more highly focused, the trainer should formulate more specific objectives.

6. Determine evaluation instruments and procedures. Evaluation procedures and questions corresponding to the objectives are listed in the Evaluation Procedures and Criteria section. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.

7. Determine learning activities.
   a. Review the Content Outline section and select the content to be presented.
   b. Review the Learning Activities section and prepare learning activities that relate to the objectives.
      Note: It is recommended that the format of the training session include frequent participant activities in addition to a traditional lecture presentation. For maximum effectiveness the trainer should change the format of the session at least every 30 minutes. In most cases this will require the development of additional learning activities.

8. Prepare overhead transparencies.
   a. Select and make overhead transparencies that will be used in the training session.
   b. Additional transparencies should be developed by the trainer when specific information needs to be emphasized.
   c. In some cases the trainer may need to enlarge the transparencies when the training session will be conducted in a large room. Some transparencies will need to be separated where two have been placed on a page.

9. Prepare handouts
   a. Select and duplicate handouts.
   b. Additional handouts and materials for activities should be developed as needed.

DELIVERY OF MODULE TRAINING

The following is a list of recommendations for trainers relating to the delivery of module instruction.

1. Select a site conducive to training by considering the following:
   a. adequate size
   b. temperature control
   c. ventilation
   d. acoustics

2. Provide comfortable, moveable chairs and a hard writing surface for each participant.

3. Begin with a welcome and introduction of yourself. Include information on your background, training, and experience.

4. Explain the purpose of training.
   a. Provide a rationale (see Instructional Design Specifications section).
   b. Display and/or distribute a copy of the objectives the participants are expected to meet.
   c. Provide participants with a content outline listing the major and secondary level topics to be presented.

5. Explain the evaluation procedures to the participants.

6. It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 90 minutes. Access to refreshments during the training period is recommended.

7. Inform participants of the time-frame you intend to follow.

8. Periodically summarize the information you have presented.

9. Encourage participants to ask questions, ask for clarification, and/or ask for additional examples.

TRAINING EVALUATION

At the conclusion of the training session(s), ask the participants to complete the Training Evaluation Form.

C/SET Module 7: INSTRUCTIONAL METHODS AND STRATEGIES

Purpose:

This module has been designed to meet the needs of individuals with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient and effective, please complete the following survey. Since we need this information to prepare for the actual training sessions, please return the survey as soon as possible to:

What other concerns, needs, or questions do you have regarding the topic covered in this module?

Instructions:

Please rate each of the following items with one of the following indications:

1. High training priority ("Must be covered")
2. Medium training priority ("I could use the information")
3. Low priority ("Not needed or applicable")

Other comments, concerns, recommendations.

TOPIC		RATING		
		High	Med.	Low
1.	Critical Components of the Instructional Setting	1	2	3
2.	Stages of Learning	1	2	3
3.	Systematic Instruction	1	2	3
4.	Assessment and Evaluation	1	2	3
5.	Writing Behavioral Objectives	1	2	3
6.	Task Analysis: A Process and a Product	1	2	3
7.	Instructional Manipulations	1	2	3
8.	Maximizing Academic Engagement Time	1	2	3
9.	Securing and Maintaining Student Attention to Task	1	2	3
10.	Transitions Between Activities	1	2	3
11.	Managing Independent Seatwork	1	2	3

PROGRAM: C/SET Training Module

MODULE: Instructional Methods and Strategies

COMPETENCY: Correctional educators should be able to identify and utilize a variety of strategies and methods that are critical to the instruction of handicapped juvenile and adult offenders.

RATIONALE: For many correctional institutions, there is an over-representation of handicapped juvenile and adult offenders. It is estimated that up to 30% of inmate populations are handicapped. Although correctional education programs are offered in the vast majority of correctional facilities, these programs often do not meet the needs of handicapped offenders. An important aspect of an appropriate education for handicapped students is the application of specialized methods in instructional settings. Given the legal mandates to serve handicapped juveniles, it is important that correctional educators have a working knowledge of specialized teaching strategies and techniques.

PREREQUISITES: It is recommended that participants be familiar with assessment procedures and methods, and with issues related to curriculum.

Upon completion of this module participants should be able to:

1. DEFINE THE CHARACTERISTICS OF A DIRECT, INTERVENTIONIST APPROACH TO INSTRUCTION.
2. DESCRIBE THE CRITICAL COMPONENTS OF THE CLASSROOM SETTING THAT AFFECT INSTRUCTION AND LEARNING.
3. DESCRIBE THE DEFINITION AND GENERAL INSTRUCTIONAL EMPHASIS OF EACH STAGE OF LEARNING.
4. DESCRIBE AND ILLUSTRATE THE EIGHT STEPS IN A SYSTEMATIC MODEL OF INSTRUCTION.
5. DESCRIBE THE SIMILARITY AND DIFFERENCE BETWEEN "ASSESSMENT" AND "EVALUATION."
6. DESCRIBE THE CHARACTERISTICS OF "SUMMATIVE" AND "FORMATIVE" ASSESSMENT AND EVALUATION.
7. DESCRIBE THE ROLE OF "DATA-BASED DECISION-MAKING IN THE SYSTEMATIC INSTRUCTIONAL MODEL.
8. DESCRIBE THE FACTORS THAT CHARACTERIZE EFFECTIVE AND EFFICIENT DATA-BASED DECISION-MAKING.
9. DESCRIBE FOUR LEVELS OF ASSESSMENT.
10. DESCRIBE WHY BEHAVIORAL OBJECTIVES ARE IMPORTANT TO A SYSTEMATIC MODEL OF INSTRUCTION.
11. DESCRIBE AND ILLUSTRATE THE THREE TYPES OF PERFORMANCE OBJECTIVES.
12. DESCRIBE AND ILLUSTRATE THE COMPONENTS OF A COMPLETE BEHAVIORAL OBJECTIVE.
13. DESCRIBE HOW ACADEMIC AND SOCIAL BEHAVIORS MIGHT BE SELECTED.
14. DESCRIBE GUIDELINES FOR DEVELOPING AND WRITING BEHAVIORAL OBJECTIVES.
15. DESCRIBE AND ILLUSTRATE WAYS IN WHICH BEHAVIORAL OBJECTIVES MAY BE ADJUSTED OR MODIFIED.
16. WRITE A COMPLETE BEHAVIORAL OBJECTIVE USING A STANDARD FORMAT.
17. DESCRIBE AND ILLUSTRATE HOW A TASK ANALYSIS IS BOTH A PRODUCT AND A PROCESS.
18. DESCRIBE AND ILLUSTRATE THREE DIFFERENT WAYS TO CONDUCT A TASK ANALYSIS.
19. DESCRIBE AND GIVE EXAMPLES OF THE THREE MAJOR ELEMENTS THAT ARE THE FOCUS WHEN TEACHING A NEW BEHAVIOR OR SKILL TO A STUDENT.
20. EXPLAIN HOW THE MANIPULATION OF THE "ANTECEDENT-RESPONSE-CONSEQUENCE" INSTRUCTIONAL UNIT IS RELATED TO ACADEMIC ENGAGEMENT TIME AND LEARNING.
21. DESCRIBE AND ILLUSTRATE THE DIFFERENT WAYS ANTECEDENT STIMULI MAY BE MANIPULATED IN TEACHING A NEW BEHAVIOR OR SKILL.
22. DESCRIBE AND ILLUSTRATE THE DIFFERENT WAYS CONSEQUENCE STIMULI MAY BE MANIPULATED IN TEACHING A NEW BEHAVIOR OR SKILL.
23. DESCRIBE THE RELATIONSHIP BETWEEN ACADEMIC ENGAGEMENT TIME AND STUDENT MISBEHAVIOR.
24. DESCRIBE THE ROLE OF STUDENT ATTENTION AND LEARNING.
25. DESCRIBE HOW TO SECURE AND MAINTAIN STUDENT ATTENTION AT THE BEGINNING OF A LESSON.
26. DESCRIBE HOW TO MAINTAIN STUDENT ATTENTION AND MOTIVATION DURING A LESSON.
27. DESCRIBE THE DIFFERENT MOVEMENT AND MOMENTUM PROBLEMS IN A LESSON THAT AFFECT STUDENT ATTENTION AND LEARNING.
28. DESCRIBE PROCEDURES FOR MAINTAINING CONTINUITY AND PACING IN A LESSON.
29. DESCRIBE THE ROLE OF EFFICIENT TRANSITIONS AND EFFECTIVE CLASSROOM MANAGEMENT.
30. DESCRIBE AND ILLUSTRATE THE VARIETY OF TRANSITIONS THAT OCCUR DURING THE SCHOOL DAY.
31. DESCRIBE WHY TRANSITION PROCEDURES AND RULES MUST BE TAUGHT.
32. DESCRIBE THE RELATIONSHIP BETWEEN CLASSROOM ORGANIZATION AND SMOOTH TRANSITIONS.
33. DESCRIBE THE EFFECT OF THE PHYSICAL ORGANIZATION OF A CLASSROOM AND EFFICIENT TRANSITIONS.
34. EXPLAIN HOW INDEPENDENT SEATWORK ACTIVITIES CAN BE PRODUCTIVE INSTRUCTIONAL STRATEGIES.
35. DESCRIBE AND ILLUSTRATE THE INSTRUCTIONAL MANAGEMENT VARIABLES THAT AFFECT THE EFFECTIVE MANAGEMENT OF SEATWORK.

TO THE TRAINER: THE FOLLOWING ARE SAMPLES OF POSSIBLE TEST ITEMS THAT MAY BE USED TO MEASURE LEARNER PARTICIPATION IN THE METHODS MODULE. THE TRAINER SHOULD ADD AND DELETE ITEMS TO MEET THEIR INDIVIDUAL TEACHING SEQUENCES AND METHODS.

1. THE DIRECT, INTERVENTIONIST APPROACH TO INSTRUCTION IS CHARACTERIZED AS ACTIVE, RESPONSIBLE, FUNCTIONAL, AND

   A. PERFORMANCE-BASED
   B. PROCESS ORIENTED
   C. DYNAMIC
   D. NON-DIRECTED
   E. A & C

2. WHICH OF THE FOLLOWING IS/ARE CRITICAL COMPONENTS THAT MUST BE CONSIDERED IN PLANNING INSTRUCTION FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS?

   A. STUDENT CHARACTERISTICS
   B. TEACHER CHARACTERISTICS
   C. SOCIAL ENVIRONMENT
   D. SCHOOL OR EDUCATIONAL PLACEMENT
   E. ALL OF THE ABOVE

3. WHEN TEACHING A STUDENT WHO IS IN THE MAINTENANCE PHASE OF LEARNING, THE INSTRUCTIONAL MANIPULATIONS EMPHASIZE

   A. ANTECEDENT VARIABLES
   B. RESPONSE VARIABLES
   C. CONSEQUENCE VARIABLES
   D. A & B
   E. B & C

4. LIST THE EIGHT STEPS IN A SYSTEMATIC INSTRUCTION MODEL.

   A. E.
   B. F.
   C. G.
   D. H.

5. SUMMATIVE ASSESSMENT PROCEDURES

   A. ARE THE SAME AS FORMATIVE ASSESSMENT PROCEDURES.
   B. EMPHASIZE THE MEASUREMENT OF THE END OUTCOME OF LEARNING AND INSTRUCTION.
   C. EMPHASIZE THE CONTINUOUS MEASUREMENT OF STUDENT PERFORMANCE.
   D. EXAMINE THE COLLECTION OF BACKGROUND INFORMATION ABOUT A STUDENT.
   E. A & D

6. "IF MIKE SCORES AT 65% OR LOWER FOR THREE CONSECUTIVE DAYS ON HIS VOCATIONAL EDUCATION ASSIGNMENTS, CHANGE INSTRUCTIONAL PROCEDURES." THIS STATEMENT IS AN EXAMPLE OF A(N)

   A. FORMATIVE ASSESSMENT
   B. BEHAVIORAL OBJECTIVE
   C. DATA-BASED DECISION RULE
   D. ERROR ANALYSIS
   E. PHASE OF LEARNING

7. FOR EACH OF THE FOUR LEVELS OF ASSESSMENT, GIVE AN EXAMPLE OF AN ASSESSMENT PROCEDURE.

   A. LEVEL ONE

   B. LEVEL TWO

   C. LEVEL THREE

   D. LEVEL FOUR

8. BEHAVIOR OBJECTIVES ARE USED TO

   A. IDENTIFY INSTRUCTIONAL PROCEDURES.
   B. DESCRIBE FUTURE SKILLS TO BE LEARNED.
   C. IDENTIFY THE CURRICULUM TO TEACH A SPECIFIC ACADEMIC SKILL.
   D. PINPOINT INDIVIDUALIZED ACADEMIC AREAS TO BE ASSESSED.
   E. NONE OF THE ABOVE

9. LABEL EACH PART OF THE FOLLOWING BEHAVIOR OBJECTIVE: "GIVEN TWO ITEMS COSTING LESS THAN $10.00 EACH, MIKE WILL WRITE A CHECK FOR EACH ITEM AND WRITE THE NEW BALANCE IN HIS CHECKBOOK WITHOUT MAKING ANY COMPUTATION ERRORS."

10. WRITE A TASK ANALYSIS FOR THE ABOVE OBJECTIVE. INCLUDE AT LEAST FOUR STEPS.

11. THE ABOVE BEHAVIOR OBJECTIVE WAS TASK ANALYZED BY

    A. TEMPORAL ORDER
    B. RESPONSE DIFFICULTY
    C. STANDARD

12. NAME THREE WAYS TO DETERMINE WHAT BEHAVIORS SHOULD BE INCLUDED IN BEHAVIOR OBJECTIVES.

    A.

    B.

    C.

13. IF THE TARGET BEHAVIOR IN AN OBJECTIVE IS CHANGED FROM "WRITE" TO "POINT," THIS CHANGE IS AN ADJUSTMENT OF

    A. INDICATOR BEHAVIOR
    B. ENTRY POINT
    C. STANDARD
    D. INSTRUCTIONAL PROMPT
    E. B & C

14. TRUE OR FALSE
    AS A PRODUCT A TASK ANALYSIS IS THE PROCESS OF BREAKING A BEHAVIOR DOWN INTO SUB-BEHAVIORS OR STEPS.

15. WHEN PREPARING AN INSTRUCTIONAL LESSON, CAREFUL ATTENTION SHOULD BE GIVEN TO

    A. ANTECEDENT FACTORS
    B. RESPONSE FACTORS
    C. CONSEQUENCE FACTORS
    D. ALL OF THE ABOVE
    E. A & C

16. TRUE OR FALSE
    STUDENTS CANNOT BE TAUGHT ACADEMIC SKILLS UNTIL THEY HAVE LEARNED TO RESPOND TO ATTENTION SIGNALS FROM THE TEACHER.

17. THE MOST IMPORTANT FACTOR AFFECTING STUDENT LEARNING IS

    A. NUMBER OF APPROPRIATE SOCIAL SKILLS DEMONSTRATED.
    B. INTELLIGENCE LEVEL.
    C. PRIOR LEARNING EXPERIENCES.
    D. AMOUNT OF TIME INTERACTING WITH THE INSTRUCTIONAL MATERIALS.
    E. STABILITY OF FAMILY LIVING ENVIRONMENT.

18. TRUE OR FALSE
    STUDENTS WHO ARE LESS FREQUENTLY ENGAGED IN DIRECT ACADEMIC LEARNING ACTIVITIES TEND TO HAVE FEWER MISBEHAVIORS.

19. STUDENT LEARNING AND THE OCCURRENCE OF INAPPROPRIATE SOCIAL BEHAVIORS IS OFTEN ASSOCIATED WITH

    A. AN INABILITY TO MAINTAIN STUDENT ATTENTION DURING A LESSON.
    B. A FAILURE TO MAINTAIN A BRISK AND SMOOTH PRESENTATION OF INSTRUCTIONAL MATERIALS.
    C. POOR CONTINUITY WITHIN AND BETWEEN UNITS OF INSTRUCTION.
    D. ALL OF THE ABOVE
    E. A & C

20. LIST FOUR TYPICAL TRANSITIONS THAT OCCUR IN A SCHOOL DAY.

    A.

    B.

    C.

    D.

21. FOR EACH OF THE ABOVE TRANSITIONS, DESCRIBE A GUIDELINE TO MAKE THE TRANSITION SMOOTH AND EFFICIENT.

    A.

    B.

    C.

    D.

22. TRUE OR FALSE
    THE PRIMARY REASON FOR INDEPENDENT SEATWORK ACTIVITIES IS TO HAVE THE STUDENT PRACTICE A SKILL OR BEHAVIOR WITHOUT DIRECT TEACHER ASSISTANCE OR GUIDANCE.

THE FOLLOWING ACTIVITIES HAVE BEEN DESIGNED TO ACCOMPANY THE PRESENTATION OF MODULE CONTENT. AN ATTEMPT HAS BEEN MADE TO PREPARE AT LEAST ONE ACTIVITY PER PARTICIPANT COMPETENCY. TRAINERS SHOULD NOT ATTEMPT TO PRESENT ALL ACTIVITIES, BUT INSTEAD SHOULD SELECT THOSE THAT BEST FACILITATE THE ACQUISITION AND PRACTICE OF DESIRED PARTICIPANT OUTCOMES. EACH ACTIVITY HAS BEEN KEYED TO THE OUTLINE NUMBERING SYSTEM USED THROUGHOUT THE MODULE CONTENT OUTLINE.

SINCE SOME OF THE ACTIVITIES MAY REQUIRE THE PREPARATION OF MATERIALS AND/OR MAY REQUIRE DIFFERENT AMOUNTS OF TIME FOR COMPLETION, TRAINERS SHOULD BE THOROUGHLY FAMILIAR WITH TRAINER AND TRAINEE REQUIREMENTS.

INTRODUCTION

YOU HAVE BEEN ASKED TO PRESENT AN INSERVICE THAT INCLUDES A DESCRIPTION OF THE "DIRECT INTERVENTIONIST APPROACH" TO INSTRUCTIONAL PROGRAMMING. DESCRIBE A PRACTICAL EXAMPLE THAT ILLUSTRATES EACH OF THE CHARACTERISTICS OF THIS APPROACH.

1.0 CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING

1.1 THE ADOLESCENT AND YOUNG ADULT LEARNER BRINGS MANY FACTORS TO THE LEARNING ENVIRONMENT THAT MUST BE CONSIDERED WHEN PREPARING AND PRESENTING INSTRUCTION AND CURRICULUM. DESCRIBE HOW EACH OF THESE FACTORS HAVE AFFECTED YOUR TEACHING BEHAVIORS.

1.2 IDENTIFY SOME OF THE CHARACTERISTICS YOU, AS TEACHER, BRING TO THE CLASSROOM ENVIRONMENT AND EXPLAIN HOW THEY AFFECT YOUR TEACHING.

1.3 DESCRIBE AND ILLUSTRATE THE MAJOR SOCIAL ENVIRONMENT INFLUENCES OF THE ADOLESCENT AND YOUNG ADULT THAT AFFECT YOUR TEACHING EFFECTIVENESS AND DECISION-MAKING.

2.0 STAGES OF LEARNING

2.1 IDENTIFY A STUDENT WITH WHOM YOU HAVE WORKED AND DESCRIBE HIS/HER PERFORMANCE DURING EACH OF THE FIVE PHASES OF LEARNING. INCLUDE THE INSTRUCTIONAL EMPHASIS (ANTECEDENT OR CONSEQUENCE) THAT SHOULD BE TAKEN AT EACH OF THE PHASES.

3.0 SYSTEMATIC INSTRUCTION

3.1 IDENTIFY A SPECIFIC SKILL THAT NEEDS TO BE TAUGHT TO A STUDENT WITH WHOM YOU ARE FAMILIAR. DESCRIBE THE INSTRUCTIONAL COMPONENTS YOU WOULD INCLUDE IN EACH OF THE EIGHT STEPS IN THE SYSTEMATIC INSTRUCTIONAL MODEL.

4.0 ASSESSMENT AND EVALUATION

4.1 GIVE AN EXAMPLE OF HOW YOU USE SUMMATIVE AND FORMATIVE ASSESSMENT AND EVALUATION PROCEDURES IN YOUR CLASSROOMS.

4.3 EXPLAIN HOW A DATA-BASED DECISION-MAKING SYSTEM MIGHT BE APPLIED IN TEACHING A STUDENT TO PREPARE A WEEKLY MEAL PLAN.

4.4 A STUDENT IS BEING REFERRED INTO YOUR CLASSROOM. DESCRIBE THE TYPES OF INFORMATION YOU WOULD LIKE TO KNOW ABOUT THE SYSTEM FROM EACH OF THE FOUR LEVELS OF ASSESSMENT.

5.0 WRITING BEHAVIORAL OBJECTIVES

5.1 A NEW TEACHER HAS BEEN HIRED FOR THE CLASSROOM NEXT TO YOURS. HOW WOULD YOU EXPLAIN THE IMPORTANCE OF USING BEHAVIORAL OBJECTIVES TO THIS NEW TEACHER?

5.2 YOU WOULD LIKE A STUDENT TO BE MORE APPROPRIATE WHEN HE GREETS NEW PEOPLE. WRITE AN EDUCATIONAL GOAL STATEMENT, LONG-TERM OBJECTIVE, AND SHORT-TERM OBJECTIVE FOR THIS STUDENT AND THAT SKILL.

5.3 FOR THE LONG- AND SHORT-TERM OBJECTIVES THAT YOU JUST WROTE, IDENTIFY THEIR BASIC COMPONENTS.

5.4 DESCRIBE THE BASIC METHODS OF DETERMINING WHAT BEHAVIORS SHOULD BE INCLUDED IN BEHAVIOR OBJECTIVES.

5.6 GIVEN ONE OF THE OBJECTIVES FROM THE PRACTICE SHEETS, ADJUST ITS INDICATOR BEHAVIOR, ENTRY POINT, STEP SIZE, INSTRUCTIONAL PROMPTS AND AIDS, AND STANDARD.

6.0 TASK ANALYSIS

6.1 EXPLAIN HOW A TASK ANALYSIS CAN BE BOTH A PRODUCT AND A PROCESS. USE AN EXAMPLE AS AN ILLUSTRATION.

6.2 IDENTIFY A STUDENT WITH WHOM YOU ARE CURRENTLY WORKING. IDENTIFY A BEHAVIOR YOU WOULD LIKE HIM/HER TO LEARN, AND TASK ANALYZE THIS BEHAVIOR BY TEMPORAL ORDER, RESPONSE DIFFICULTY, AND STANDARD.

7.0 INSTRUCTIONAL MANIPULATIONS

7.1 IN PREPARING A LESSON FOR A STUDENT, WHAT ARE THE BASIC AREAS THAT REQUIRE SYSTEMATIC ATTENTION AND MANIPULATION?

7.2.1 STUDENTS NEED TO LEARN APPROPRIATE ATTENTION SIGNALS. EXPLAIN HOW YOU MIGHT TEACH ATTENTION SIGNALS TO ONE OF YOUR STUDENTS.

8.0 ACADEMIC ENGAGEMENT TIME

8.1.2 EXPLAIN THE FUNCTIONAL RELATIONSHIP BETWEEN ACADEMIC ENGAGEMENT TIME AND STUDENT SOCIAL MISBEHAVIOR. ALSO DESCRIBE THE FACTORS THAT AFFECT A STUDENT'S ENGAGED TIME.

9.0 SECURING AND MAINTAINING STUDENT ATTENTION TO TASK

9.1 IDENTIFY THREE STUDENTS WITH WHOM YOU HAVE WORKED. DESCRIBE THE PROCEDURES YOU USE TO SECURE AND MAINTAIN THEIR ATTENTION DURING AN INSTRUCTIONAL TASK.

9.1.2 BREAK INTO GROUPS OF THREE, AND ROLE-PLAY A SKIT THAT ILLUSTRATES TWO DIFFERENT METHODS OF MAINTAINING STUDENT ATTENTION DURING A TASK. SHOW TWO OTHER STRATEGIES FOR RESPONDING TO A STUDENT WHO GOES OFF-TASK DURING A LESSON.

9.1.2.2 A TEACHER NEXT DOOR TO YOU HAS INDICATED THAT S/HE IS HAVING INSTRUCTIONAL MOMENTUM PROBLEMS. DEVELOP A SERIES OF QUESTIONS THAT YOU COULD ASK THIS TEACHER TO ASSESS THE VARIOUS TYPES OF INSTRUCTIONAL MOVEMENT PROBLEMS.

9.1.2.3 A TEACHER HAS INDICATED THAT S/HE IS HAVING PROBLEMS MAINTAINING INSTRUCTIONAL CONTINUITY DURING A 30 MINUTE LESSON. DEVELOP A SHORT ROLE-PLAY SITUATION THAT ILLUSTRATES A CONTINUITY PROBLEM AND THAT ALSO PROVIDES A POSSIBLE SOLUTION.

10.0 TRANSITIONS BETWEEN ACTIVITIES

10.1.1 DESCRIBE THE POSSIBLE EFFECTS OF POOR TRANSITIONS BETWEEN INSTRUCTIONAL ACTIVITIES. DESCRIBE PROCEDURES THAT YOU HAVE USED TO REMEDY THESE TYPES OF PROBLEMS.

10.2 EXAMINE ONE OF YOUR TYPICAL DAILY SCHEDULES, AND DESCRIBE ALL OF THE POSSIBLE TRANSITION POINTS THAT ARE PRESENT.

10.3 DESCRIBE THE DIFFERENT WAYS THAT YOU HAVE FOUND TO BE SUCCESSFUL IN TEACHING TRANSITION PROCEDURES TO STUDENTS.

10.3.1 DESCRIBE THE TRANSITION RULES THAT YOU USE IN YOUR CLASSROOM. EXPLAIN HOW YOU MIGHT FADE OR ADJUST THESE RULES OVER TIME AS THE STUDENTS LEARN THE TRANSITION PROCEDURES.

10.4 DRAW A PICTURE OF YOUR CLASSROOM ARRANGEMENT. SHOW THE TYPICAL TRAFFIC PATTERNS. IDENTIFY ANY TRANSITION TROUBLE SPOTS. MAKE ADJUSTMENTS TO ACCOMMODATE THESE PROBLEM AREAS.

11.0 NOTIONS OF MANAGING INDEPENDENT SEATWORK

11.1 DESCRIBE SOME OF THE TYPES OF INDEPENDENT SEATWORK THAT YOU HAVE YOUR STUDENTS ENGAGE IN. PROVIDE A RATIONALE FOR EACH TASK OR ACTIVITY.

11.2 DESCRIBE SOME OF THE BASIC PRINCIPLES AND PROCEDURES THAT TEACHERS CAN USE TO PRODUCE AND MAINTAIN EFFECTIVE INDEPENDENT SEATWORK ACTIVITIES.

PRACTICE SHEET #1

TO PRACTICE WHAT WE HAVE JUST DISCUSSED, LET'S LOOK AT SOME SAMPLE OBJECTIVES THAT HAVE BEEN STATED INCORRECTLY. WHAT INCONSISTENCIES DO YOU NOTICE?

BEHAVIORAL OBJECTIVE PRACTICE

WHAT IS CORRECT AND INCORRECT ABOUT EACH OF THE FOLLOWING BEHAVIORAL OBJECTIVES? (I.E., ASK YOURSELF, "CAN I TEACH TO THE OBJECTIVE WITH THE INFORMATION GIVEN?")

1. WHEN TALKING WITH THE TEACHER, THE STUDENT WILL THINK CRITICALLY BEFORE ANSWERING 7 OUT OF 9 OPPORTUNITIES.

2. CHUCK WILL REFRAIN FROM HITTING OTHER CHILDREN 100% OF THE TIME IN A 15 MINUTE FREE TIME SETTING.

3. GIVEN 10 SENTENCES TO COPY FROM THE BOARD, LEO WILL COPY THE SENTENCES CORRECTLY, PUTTING SPACES BETWEEN ALL WORDS WITHIN THREE WEEKS.

4. WHEN GIVEN A PAGE TO READ ABOUT AUTOMOBILE REPAIR, JUAN WILL ORALLY READ THESE STORIES AT A FASTER RATE THAN BEFORE AND ANSWER QUESTIONS 10/10 TIMES FOR THE NEXT FIVE DAYS.

5. MARIE WILL SUBTRACT DOUBLE COLUMN MATH PROBLEMS INVOLVING REGROUPING 100% OF THE TIME.

6. MARGIE WILL BE ABLE TO WRITE THE LETTERS OF HER NAME 4 OUT OF 5 TRIALS 100% OF THE TIME.

7. ROBERTA WILL BE ABLE TO READ AT A RATE OF 10 PER MINUTE 7 OUT OF 10 TIMES 80% OF THE TIME.

PRACTICE SHEET #2

NOW THAT WE'VE COVERED A NUMBER OF ASPECTS ABOUT BEHAVIORAL OBJECTIVES, LET'S PRACTICE WRITING AND ADJUSTING SOME.

GIVEN THE FOLLOWING INFORMATION, WRITE A COMPLETE BEHAVIORAL OBJECTIVE.

EXAMPLE: RICARDO DOES NOT WRITE THE "HEADINGS" ON HIS HOMEWORK AND IN-CLASS PAPERS. HE CAN WRITE HIS NAME, DATE, AND

TITLE OF THE SUBJECTS, BUT DOES NOT PLACE THEM ON HIS PAPER CORRECTLY.

"GIVEN 5 DAILY WRITTEN PAPER ASSIGNMENTS IN CLASS AND 2 WRITTEN PAPER HOMEWORK ASSIGNMENTS, RICARDO WILL WRITE HIS NAME, DATE, AND TITLE OF THE ASSIGNMENT IN THE UPPER RIGHT HAND CORNER OF HIS PAPER SEVEN OUT OF SEVEN PAPER ASSIGNMENTS FOR FIVE CONSECUTIVE DAYS."

1. CONWAY DOES NOT ADD DOUBLE COLUMN ADDITION PROBLEMS WITH CARRYING. HE CAN ORALLY STATE THE ANSWERS FOR TWO SINGLE DIGIT ADDENDS, BUT NOT IN WRITING.

2. BERTHA NEEDS TO LEARN TO WRITE HER NAME. SHE CAN FORM A "J" AND CAN NAME ALL OF THE OTHER LETTERS BUT CANNOT WRITE THEM.

3. JOLLY CANNOT MAKE BREAKFAST FOR HERSELF EACH DAY. THERE IS FOOD IN THE KITCHEN AND SHE HAS THE TIME. INSTEAD OF MAKING BREAKFAST, SHE GRABS A SODA AND A DOUGHNUT AT THE CORNER CONVENIENCE STORE.

4. STEVE IS UNABLE TO SAY WORDS WHICH HAVE THE "TH" AND "CH" INITIAL WORD SOUND. HE CAN SAY ALL OTHER INITIAL SOUNDS IN ONE, TWO, AND THE THREE SYLLABLE WORDS.

INTRODUCTION TO INSTRUCTIONAL PROGRAMMING
FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT
IN CORRECTIONAL SETTINGS

PURPOSE

THE PURPOSE OF THIS MODULE IS TO PRESENT BASIC INSTRUCTIONAL STRATEGIES FOR TEACHING THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS (DISPLAY T-INTRO).

A DIRECT, INTERVENTIONIST APPROACH WILL BE TAKEN. IT IS CHARACTERIZED AS:

(a) ACTIVE IN THAT LEARNING IS DIRECTED BY THE TEACHER.

(b) RESPONSIBLE IN THAT THE TEACHER ASSUMES THE RESPONSIBILITY FOR BOTH SUCCESSFUL AND UNSUCCESSFUL STUDENT LEARNING.

(c) FUNCTIONAL IN THAT THE CONTENT OF INSTRUCTION (1) CAN BE DIRECTLY AND IMMEDIATELY APPLIED IN THE STUDENTS' SOCIAL AND ACADEMIC ENVIRONMENT, AND (2) INCREASES THE LIKELIHOOD OF SUCCESS IN FUTURE SETTINGS.

(d) PERFORMANCE BASED IN THAT INSTRUCTIONAL EFFECTIVENESS IS DETERMINED BY EVALUATING.

(e) DYNAMIC IN THAT INSTRUCTIONAL MODIFICATIONS ARE MADE CONTINUOUSLY BASED ON STUDENT PERFORMANCE.

1.0 CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING (DISPLAY T-1.0)

1.1 THE STUDENT BRINGS FACTORS TO THE LEARNING ENVIRONMENT WHICH MUST BE CONSIDERED IN PLANNING INSTRUCTION.

1.1.1 THE STUDENT'S HANDICAP

1.1.1.1 MOTOR/PHYSICAL LIMITATIONS

1.1.1.2 SENSORY IMPAIRMENTS (VISUAL, AUDITORY, KINESTHETIC, ETC.)

1.1.1.3 BEHAVIORAL INTERFERENCES

- BEHAVIORAL EXCESSES, SUCH AS AGGRESSION AND HYPERACTIVITY
- BEHAVIORAL DEFICITS, SUCH AS LOW RATES OF VERBAL INTERACTIONS OR OTHER UNLEARNED SKILLS

1.1.1.4 LEARNING DEFICITS, SUCH AS LOW RATES OF VERBAL INTERACTIONS OR OTHER UNLEARNED SKILLS

1.1.2 THE STUDENT'S BIOLOGY OR INHERITED CHARACTERISTICS

1.1.2.1 PHYSICAL ANOMALIES
1.1.2.2 SENSORY ANOMALIES

1.1.3 THE STUDENT'S PARENTAL/FAMILY DYNAMICS

1.1.3.1 RACIAL, CULTURAL, RELIGIOUS CHARACTERISTICS

1.1.3.2 VOCATIONAL/FINANCIAL/ECONOMIC STATUS

1.1.3.3 PARENTING STYLE, BOTH AFFECT AND BEHAVIOR MANAGEMENT STYLE

- E.G., AUTHORITARIAN = DICTATORIAL, UNDEMOCRATIC, UNCOMPROMISING.
  AUTHORITATIVE = DEMOCRATIC, COMPROMISING.
  PERMISSIVE = NONDIRECTIVE, PERMISSIVE, UNQUESTIONING.

1.1.4 THE STUDENT'S LEARNING HISTORY

1.1.4.1 ACADEMIC HISTORY
1.1.4.2 SOCIAL SKILL HISTORY

1.1.5 THE STUDENT'S EDUCATIONAL PLACEMENT HISTORY

1.1.5.1 REGULAR EDUCATION
1.1.5.2 SPECIAL EDUCATION
1.1.5.3 CORRECTIONS

1.2 THE TEACHER ALSO BRINGS CHARACTERISTICS TO THE LEARNING ENVIRONMENT WHICH MUST BE CONSIDERED IN PLANNING INSTRUCTION.

1.2.1 THE TEACHER'S BIOLOGY OR INHERITED CHARACTERISTICS

1.2.1.1 PHYSICAL ANOMALIES
1.2.1.2 METABOLIC ANOMALIES
1.2.1.3 SENSORY ANOMALIES

1.2.2 THE TEACHER'S BACKGROUND HISTORY

1.2.2.1 RACIAL, CULTURAL, RELIGIOUS CHARACTERISTICS

1.2.2.2 VOCATIONAL/FINANCIAL/ECONOMIC STATUS

1.2.2.3 FAMILIAL HISTORY, BOTH AFFECTIVE AND MANAGEMENT STYLE (I.E., AUTHORITARIAN, AUTHORITATIVE, PERMISSIVE).

1.2.3 THE TEACHER'S LEARNING HISTORY

1.2.3.1 ACADEMIC HISTORY
1.2.3.2 SOCIAL SKILL HISTORY

1.2.4 THE TEACHER'S EDUCATIONAL HISTORY

1.2.4.1 TEACHER TRAINING EXPERIENCES

1.2.4.2 PREVIOUS EMPLOYMENT HISTORY

1.2.4.3 CURRENT EMPLOYMENT PERSPECTIVES, REQUIREMENTS, LIMITATIONS, ETC.

- INCLUDING FINANCIAL SUPPORT, EDUCATIONAL PHILOSOPHY, ADMINISTRATIVE SUPPORT, MATERIAL AND SERVICE RESOURCES, ETC.

1.3 THE SOCIAL ENVIRONMENT OF THE ADOLESCENT HAS A SIGNIFICANT INFLUENCE ON INSTRUCTIONAL PROGRAMMING AND TEACHING EFFECTIVENESS, ESPECIALLY WITH RESPECT TO ACADEMIC AND SOCIAL BEHAVIOR MANAGEMENT.

1.3.1 AS MENTIONED ABOVE, THE PARENTS/FAMILY OF THE ADOLESCENT SHAPE THE STUDENT'S VALUES, ATTITUDES, OVERT BEHAVIORS, ETC.

1.3.2 PEERS AND THE ROLE OF THE ADOLESCENT IN THE PEER GROUP MUST BE CONSIDERED IN INSTRUCTIONAL MANAGEMENT.

1.3.2.1 THE ROLE OF THE PEER GROUP BECOMES MORE IMPORTANT IN SHAPING SOCIAL BEHAVIORS DURING ADOLESCENCE THAN DURING EARLY CHILDHOOD EXPERIENCES.

1.3.2.2 THE ADOLESCENT MUST DEAL WITH RULES AND GUIDELINES ASSOCIATED WITH POPULARITY, LEADERSHIP, AND FOLLOWERSHIP. EACH ADOLESCENT IN EACH PEER GROUP DISPLAYS BEHAVIORS WHICH ESTABLISH A VARIETY OF ROLES (I.E., LEADER, FOLLOWER, INSTIGATOR, SCAPEGOAT, FALLGUY, ETC.).

1.3.3 THE SCHOOL OR EDUCATIONAL PLACEMENT ALSO AFFECTS THE SOCIAL DEVELOPMENT OF THE ADOLESCENT (KAUFFMAN, 1985).

1.3.3.1 INSENSITIVITY TO STUDENT'S INDIVIDUALITY

- FAILURE TO ACCOMMODATE INDIVIDUAL LEARNING AND BEHAVIORAL DIFFERENCES

1.3.3.2 INAPPROPRIATE EXPECTATIONS

- TEACHER EXPECTANCIES AFFECT HOW TEACHERS BEHAVE TOWARD INDIVIDUAL STUDENTS

1.3.3.3 INCONSISTENT MANAGEMENT

- CONDITION UNDER WHICH TEACHER BEHAVIOR CANNOT BE PREDICTED BY STUDENTS

1.3.3.4 INSTRUCTION IN NONFUNCTIONAL AND IRRELEVANT SKILLS

- STUDENTS MUST BE CONVINCED THAT A PARTICULAR LEARNING ACTIVITY IS IMPORTANT AND THAT IT IS IMPORTANT IN THE FUTURE.

- TEACHERS MUST SELECT INSTRUCTIONAL SKILLS THAT ARE FUNCTIONAL AND PRODUCE CRITICAL EFFECTS (I.E., THOSE BEHAVIORS WHICH WILL BE ASSOCIATED WITH REWARDING OUTCOMES).

1.3.3.5 NEFARIOUS CONTINGENCIES OF REINFORCEMENT

- FOR EXAMPLE, THE STUDENT RECEIVES ATTENTION WHICH STRENGTHENS AND MAINTAINS INAPPROPRIATE BEHAVIORS.

- THERE IS ALSO A FAILURE TO PROVIDE REGULAR ATTENTION AND FEEDBACK FOR APPROPRIATE BEHAVIORS.

1.3.3.6 UNDESIRABLE MODELS

- BOTH DESIRABLE AND UNDESIRABLE BEHAVIORS MAY BE MODELED BY TEACHERS AND PEERS.

1.3.4 THE SOCIAL DEVELOPMENT OF THE ADOLESCENT IS AFFECTED BY WHAT IS PRESENTED AND EMPHASIZED IN MASS MEDIA.

1.3.4.1 TELEVISION

- TV AGGRESSION IS AFFECTED BY THE STUDENT'S ABILITY TO DISCRIMINATE BETWEEN WHAT IS FANTASY AND REALITY. THE MORE REALITY-BASED THE STUDENT'S ABILITY TO INTERPRET WHAT IS VIEWED, THE LESS LIKELY THE AGGRESSIVE BEHAVIOR WILL BE MODELED OR LEARNED.

- MUSIC TRENDS

- CLOTHING AND DRESS HABITS

- MOVIES

1.4 WHEN MANAGING THE INSTRUCTIONAL SETTING, CURRICULUM AND INSTRUCTION CONDITIONS MUST BE CONSIDERED. THOUGH IT IS DIFFICULT TO DISCUSS INSTRUCTION WITHOUT ALSO INCLUDING CURRICULUM, WE WILL COVER CURRICULUM ISSUES IN ANOTHER MODULE. WE WILL SPEND THE REMAINING TIME ON INSTRUCTION

AND WILL FOCUS ON:

1.4.1 PHASES OF LEARNING

1.4.2 SYSTEMATIC INSTRUCTION

1.4.3 ASSESSMENT AND EVALUATION

1.4.4 BEHAVIORAL OBJECTIVES

1.4.5 TASK ANALYSIS

1.4.6 INSTRUCTIONAL MANIPULATIONS

1.4.7 INSTRUCTIONAL FEEDBACK

1.4.8 ACADEMIC ENGAGEMENT TIME

1.4.9 GETTING AND MAINTAINING STUDENT ATTENTION TO A LEARNING ACTIVITY

1.4.10 DEALING WITH INSTRUCTIONAL TRANSITIONS

1.4.11 MANAGING INDEPENDENT SEATWORK

2.0 STAGES OF LEARNING

2.1 INSTRUCTIONAL PROGRAMMING MAY VARY ACCORDING TO THE KIND OF LEARNING THAT IS OBSERVED. A STUDENT'S ACADEMIC AND SOCIAL SKILL PERFORMANCE MAY BE CHARACTERIZED IN ONE OF FIVE DIFFERENT LEARNING STAGES.

- FOR EXAMPLE, INSTRUCTIONAL PROGRAMMING WOULD BE DIFFERENT FOR A SKILL THAT IS BEING TAUGHT AND LEARNED FOR THE FIRST TIME (ACQUISITION) THAN FOR A SKILL THAT HAS BEEN MASTERED BUT NEEDS TO BE PRACTICED FOR IMPROVED FLUENCY OR PROFICIENCY.

- THERE ARE FIVE BASIC PHASES, EACH REQUIRING A DIFFERENT INSTRUCTIONAL EMPHASIS (DISPLAY T-2.1).

2.1.1 ACQUISITION PHASE OF LEARNING

2.1.1.1 DEFINITION - CONDITION IN WHICH A STUDENT HAS NEVER DISPLAYED THE SKILL OR HAS SHOWN IT AT EXTREMELY LOW CORRECT RATES.

- FOR EXAMPLE, A STUDENT WHO HAS NEVER OWNED A CHECKING OR SAVINGS ACCOUNT PROBABLY WOULD NOT BE ABLE TO BALANCE HIS/HER ACCOUNT WITHOUT SPECIFIC INSTRUCTIONAL ASSISTANCE.

2.1.1.2 GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON STRATEGIES WHICH EMPHASIZE THE PRESENTATION OF INSTRUCTION AND THE SHAPING OF CORRECT RESPONSES.

- FOCUS ON REGULAR AND MEANINGFUL FEEDBACK FOR CORRECT RESPONDING AND ON CORRECTIVE FEEDBACK FOR STUDENT ERRORS.

2.1.2 FLUENCY OR PROFICIENCY PHASE OF LEARNING

2.1.2.1 DEFINITION - CONDITION IN WHICH THE STUDENT HAS DEMONSTRATED ACCURATE RESPONSES BUT INADEQUATE RATES OR FREQUENCIES OF RESPONDING (I.E., TOO FAST OR TOO SLOW).

- FOR EXAMPLE, A STUDENT MAY BE ABLE TO FILL OUT A JOB APPLICATION FORM ACCURATELY, BUT IT TAKES HIM/HER THREE TIMES AS LONG AS HIS/HER PEERS TO COMPLETE ONE APPLICATION.

2.1.2.2 GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON THE KIND OF FEEDBACK GIVEN FOR CORRECT RESPONDING. THE GOAL IS TO INCREASE THE STUDENT'S "MOTIVATION" BY GIVING HIM/HER IMMEDIATE AND POSITIVE FEEDBACK FOR CORRECT RESPONSES AND RATES. AFTER THE DESIRED PROFICIENCIES HAVE BEEN DEMONSTRATED, THE TEACHER WOULD GRADUALLY DECREASE THE AMOUNT AND FREQUENCY OF FEEDBACK.

2.1.3 MAINTENANCE PHASE OF LEARNING

2.1.3.1 DEFINITION - CONDITION IN WHICH THE STUDENT HAS DEMONSTRATED ACCURATE AND FLUENT RESPONDING AND THIS LEVEL OF RESPONDING ENDURES OVER TIME.

- FOR EXAMPLE, A STUDENT MAY BE ABLE TO DEMONSTRATE ACCURATE AND PROFICIENT TYPING SKILLS; BUT AFTER A PERIOD OF TIME, S/HE IS UNABLE TO DEMONSTRATE THE SAME LEVELS OF TYPING.

2.1.3.2 GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON MAKING INSTRUCTIONAL FEEDBACK/ REINFORCEMENT EVEN MORE INTERMITTENT. ALSO INCREASE THE DELAY BETWEEN THE STUDENT'S RESPONSE AND THE TEACHER'S FEEDBACK. AGAIN, THE ATTENTION IS FOCUSED ON INCREASING THE STUDENT'S "MOTIVATION" TO MAINTAIN ACCEPTABLE PERFORMANCE OVER TIME.

2.1.4 GENERALIZATION PHASE OF LEARNING

2.1.4.1 DEFINITION - CONDITION IN WHICH THE STUDENT

HAS ACQUIRED A PROFICIENT AND ENDURING INSTRUCTIONAL RESPONSE WHICH IS ALSO OBSERVED UNDER DIFFERENT INSTRUCTIONAL OR TRAINING CONDITIONS.

- FOR EXAMPLE, A STUDENT MAY BE COMPETENT AT USING A TIME CLOCK CORRECTLY AND PROFICIENTLY IN THE CLASSROOM SIMULATION, BUT DOES NOT DISPLAY THE SKILL AT HIS/HER JOB AFTER SCHOOL.

2.1.4.2 GENERAL INSTRUCTIONAL EMPHASIS

- FOCUS ON TEACHING THE INSTRUCTIONAL BEHAVIOR OR SKILL UNDER VARIED TRAINING CONDITIONS (I.E, VARY INSTRUCTIONAL MATERIALS, TRAINERS, SETTINGS, ETC.).

2.1.5 ADAPTATION PHASE OF LEARNING

2.1.5.1 DEFINITION - CONDITION IN WHICH THE STUDENT MODIFIES A LEARNED BEHAVIOR TO PRODUCE SUCCESSFUL OUTCOMES UNDER VARIED INSTRUCTIONAL OR RESPONSE CONDITIONS. IT IS ALSO DESCRIBED AS THE APPLICATION OF PROBLEMSOLVING SEQUENCES TO NOVEL STIMULUS CONDITIONS. IT IS ADAPTING A SKILL TO MEET THE REQUIREMENTS OF A NEW SITUATION.

- FOR EXAMPLE, A STUDENT MAY BE COMPETENT AT USING A COIN-OPERATED WASHING MACHINE, BUT IS UNABLE TO RUN A SIMILAR MACHINE THAT IS NOT COIN-OPERATED.

2.1.5.2 GENERAL INSTRUCTIONAL STRATEGY

- FOCUS ON TEACHING RULE GOVERNED BEHAVIORS UNDER A VARIETY OF ENVIRONMENTAL CONDITIONS WHICH REQUIRE ADJUSTMENTS OF THE INSTRUCTIONAL BEHAVIORS FOR SUCCESSFUL OUTCOMES.

- FOCUS ON TEACHING PROBLEM SOLVING SEQUENCES WHICH CAN BE APPLIED TO A VARIETY OF RESPONSE OR SETTING CONDITIONS.

3.0 SYSTEMATIC INSTRUCTION

3.1 FOR LEARNING TO BE EFFECTIVE AND EFFICIENT, INSTRUCTION MUST BE STRUCTURED, MEANINGFUL, AND DIRECT. THE SYSTEMATIC INSTRUCTION MODEL (LYNCH, MCGUIGAN, & SHOEMAKER, 1983) PROVIDES A FORMAT AND PROCESS FOR MAXIMIZING LEARNING AND INSTRUCTIONAL EFFECTIVENESS. IT ALSO PERMITS THE TEACHER TO TRANSLATE

MATERIAL DIRECTLY AND SYSTEMATICALLY FROM THE I.E.P. (INDIVIDUAL EDUCATION PLAN) TO ACTUAL CLASSROOM INSTRUCTION. MANY OF THE SAME COMPONENTS FOUND ON THE I.E.P. CAN BE FOUND IN ONE OR MORE OF THE STEPS OF THE SYSTEMATIC INSTRUCTIONAL MODEL.

THE SYSTEMATIC INSTRUCTION PROCESS CONSISTS OF EIGHT ESSENTIAL STEPS (DISPLAY T-3.1).

3.1.1 ASSESS STUDENT STRENGTHS AND WEAKNESSES.

- FOR EXAMPLE, BILL WOULD LIKE TO GET HIS DRIVER'S LICENSE. WE WOULD FIRST ASSESS WHAT "RULES-OF-THE-ROAD" HE ALREADY KNOWS AND CAN DEMONSTRATE. WE WOULD ALSO NEED TO EVALUATE HIS PREREQUISITE SKILLS, SUCH AS HIS READING AND WRITING ABILITIES, HIS PREVIOUS DRIVING EXPERIENCES AND PRACTICE, ETC. THIS INFORMATION WOULD DICTATE WHAT WE WOULD TEACH, AND WHAT BILL WOULD HAVE TO LEARN.

3.1.2 SET LONG-TERM OBJECTIVES. IDENTIFY INSTRUCTIONAL BEHAVIORS TO BE TAUGHT.

- FOR EXAMPLE, A LONG-TERM OBJECTIVE MIGHT FOCUS ON BILL'S LEARNING TO NAME 20 ROAD SIGNS BY NAME AND FUNCTION WHEN THEY ARE PRESENTED ON SLIDES.

3.1.3 SET SHORT-TERM OBJECTIVES. IDENTIFY INSTRUCTIONAL BEHAVIORS FROM A TASK ANALYSIS OF THE LONG-TERM OBJECTIVE.

- GIVEN BILL'S PRIOR LEARNING HISTORY, WE MIGHT WANT TO BREAK THE PREVIOUS LONG-TERM OBJECTIVE INTO FOUR SHORT-TERM OBJECTIVES. INSTRUCTIONALLY, BILL WOULD FIRST LEARN 5 BASIC SIGNS. THE NEXT OBJECTIVE WOULD REQUIRE HIM TO LEARN FIVE NEW SIGNS AS WELL AS BE ABLE TO RECALL THE 5 SIGNS FROM THE PREVIOUS SHORT-TERM OBJECTIVE... ETC.

3.1.4 WRITE AN INSTRUCTIONAL PLAN. FOCUS ON INSTRUCTIONAL MANIPULATIONS TO BE CONDUCTED BY THE TEACHER TO TEACH TO THE LONG- AND SHORT-TERM OBJECTIVES.

- GIVEN THE SHORT-TERM OBJECTIVES WE'VE IDENTIFIED, WE MIGHT DEVELOP AN INSTRUCTIONAL PLAN THAT REQUIRES BILL TO TAKE A PICTURE OF EACH SIGN WITH A POLAROID CAMERA AND TO CREATE A POSTER FOR EACH SIGN WHICH DISPLAYS ITS MEANING. THIS ACTIVITY MIGHT BE FOLLOWED BY A LESSON USING SLIDES OF THE SAME SIGNS AND REQUIRING BILL TO NAME THE SIGN AND DESCRIBE ITS FUNCTION OR MEANING.

3.1.5 WRITE A MEASUREMENT PLAN. IDENTIFY WHAT AND HOW STUDENT RESPONSES WILL BE ASSESSED AND EVALUATED.

- THE MEASUREMENT PLAN WOULD CONSIST OF A SIMPLE DAILY

PROBE THAT REQUIRES BILL TO NAME ALL SIGNS TO WHICH HE HAS BEEN INTRODUCED.

3.1.6 IMPLEMENT THE INSTRUCTIONAL AND MEASUREMENT PLANS.

- ONCE THE ABOVE STEPS HAVE BEEN COMPLETED, WE WOULD PUT OUR LESSON ON ROAD SIGNS INTO EFFECT, AND WE WOULD IMPLEMENT THE MEASUREMENT PROCEDURES.

3.1.7 MODIFY THE INSTRUCTIONAL PLAN BASED ON THE STUDENT'S PERFORMANCE DATA.

- USING THE RULES FOR CHANGE SPECIFIED IN THE MEASUREMENT PLAN, WE WOULD EVALUATE BILL'S PERFORMANCE AND DETERMINE IF INSTRUCTIONAL CHANGES ARE NECESSARY OR NOT. FOR EXAMPLE, IF BILL LABELED 60% OR LESS OF THE ROAD SIGNS CORRECTLY FOR THREE CONSECUTIVE DAYS, WE MIGHT CONSIDER CHANGING THE POLAROID AND SLIDE PRESENTATION TO SOME OTHER INSTRUCTIONAL FORMAT.

3.1.8 EVALUATE THE EFFECTIVENESS OF THE TOTAL INSTRUCTIONAL PLAN.

- THIS STEP ASKS THE TEACHER TO DETERMINE IF THE LESSON ACHIEVED WHAT IT WAS SUPPOSED TO FOR BILL. WE MIGHT ASK OURSELVES IF WE WOULD USE THE LESSON OR ITS INSTRUCTIONAL FORMAT AGAIN.

3.2 IT IS VERY LIKELY THAT YOU ALREADY ENGAGE IN MANY OF THESE INSTRUCTIONAL STEPS IN YOUR WORK WITH HANDICAPPED ADOLESCENTS AND YOUNG ADULTS. HOWEVER, WE WANT TO EMPHASIZE THE IMPORTANCE OF A SYSTEMATIC APPROACH TO INSTRUCTION FOR HANDICAPPED STUDENTS... SO WE WILL ELABORATE ON COMPONENTS OF THE SYSTEMATIC INSTRUCTIONAL PROCESS IN SECTIONS WHICH FOLLOW.

4.0 ASSESSMENT AND EVALUATION

4.1 BECAUSE ASSESSMENT AND EVALUATION PROCEDURES ARE TWO OF THE MOST IMPORTANT COMPONENTS OF INSTRUCTIONAL PROGRAMMING, WE WILL REVIEW SOME OF THE KEY ISSUES WHICH ARE DISCUSSED IN GREATER DETAIL IN THE ASSESSMENT MODULE. FIRST LET'S CLARIFY THE TERMS (DISPLAY T-4.1).

4.1.1 ASSESSMENT REFERS TO PROCEDURES FOR COLLECTING STUDENT PERFORMANCE DATA (I.E., MEASUREMENT).

4.1.2 EVALUATION REFERS TO THE DECISION-MAKING PROCESS THAT WE USE TO ANALYZE STUDENT PERFORMANCE DATA (I.E., ASSESSMENT) AND THAT RESULTS IN MODIFICATIONS IN OUR INSTRUCTIONAL PROGRAMMING.

4.2 ASSESSMENT AND EVALUATION PROCESSES MAY TAKE ONE OF TWO FORMS.

4.2.1 SUMMATIVE ASSESSMENT AND EVALUATION INVOLVES THE MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AGAINST A SPECIFIC LONG-TERM OBJECTIVE AT THE BEGINNING (PRETEST) AND AT THE END (POSTTEST) OF INSTRUCTION.

- FOR EXAMPLE, WHEN TEACHING A STUDENT A COMPLEX SKILL SUCH AS MAP READING, WE MIGHT ADMINISTER A PRETEST PRIOR TO OUR INSTRUCTION, AND THEN GIVE A SIMILAR POSTTEST AFTER OUR INSTRUCTION. THIS INFORMATION WOULD ENABLE US TO DETERMINE WHAT KINDS OF MAP READING SKILLS THE STUDENT HAD AT THE BEGINNING AND END OF A LESSON.

4.2.2 FORMATIVE ASSESSMENT AND EVALUATION INVOLVES THE CONTINUOUS MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE DURING THE INSTRUCTIONAL PROCESS.

- IN OUR EXAMPLE ON MAP READING, STUDENT PROGRESS WOULD BE MONITORED AND EVALUATED THROUGHOUT THE LESSON... NOT JUST AT THE BEGINNING AND END OF THE LESSON. THIS INFORMATION WOULD TELL US SOMETHING ABOUT THE STUDENT'S SUCCESS AND ERROR RATES, AND WOULD ALLOW US TO MAKE INSTRUCTIONAL ADJUSTMENTS BEFORE THE STUDENT HAS EXPERIENCED TOO MUCH FAILURE OR FRUSTRATION.

4.3 DATA-BASED DECISION-MAKING IS AN ESSENTIAL ELEMENT OF BOTH SUMMATIVE AND FORMATIVE ASSESSMENT/EVALUATION. INSTRUCTIONAL MODIFICATIONS FREQUENTLY OCCUR AT THE END OF SOME ADMINISTRATIVE TIME PERIOD RATHER THAN ON THE BASIS OF THE PREVAILING RESPONSE PATTERNS OF THE STUDENT. AS IN OUR EXAMPLE OF MAP READING, STUDENT LEARNING AND INSTRUCTIONAL PROGRAMMING MUST BE ASSESSED AND EVALUATED CONTINUOUSLY. SIMILARLY, MODIFICATIONS INDICATED BY THESE EVALUATIONS MUST BE IMPLEMENTED IMMEDIATELY. EFFECTIVE AND EFFICIENT DATA-BASED DECISION-MAKING IS CHARACTERIZED BY THE FOLLOWING STATEMENTS (DISPLAY T-4.3):

4.3.1 MEASURABLE BEHAVIORS OR EXPECTATIONS MUST BE INDICATED IN BEHAVIORAL OBJECTIVES.

4.3.1.1 BEHAVIORS MUST BE MEASURABLE.

- FOR EXAMPLE, IT IS DIFFICULT TO EVALUATE BILL'S KNOWLEDGE OF STREET SIGNS IF WE LIMIT OURSELVES TO HIS "KNOWING THEM." BUT, WE CAN BE VERY EFFICIENT IF WE ASK HIM TO NAME THE FUNCTION OF A GIVEN SIGN VERBALLY AND IN WRITING.

4.3.1.2 ACCEPTABLE ACCURACY LEVELS MUST BE MEASURABLE

- SIMILARLY, IT IS VERY HARD TO DETERMINE WHEN BILL HAS MASTERED A SET OF ROAD SIGNS WHEN WE STATE THAT HE MUST GET A "MAJORITY" OF THEM RIGHT. WHEN WE SPECIFY "8 OUT OF EVERY 10 SIGNS," IT IS CLEAR WHEN HE HAS MASTERED A SET OF SIGNS.

4.3.2 SPECIFIC AND FUNCTIONAL MEASUREMENT PROCEDURES MUST BE WRITTEN.

- THIS REQUIREMENT IS SIMILAR TO SPECIFYING ACCURACY LEVELS. SIMPLY STATED, IT IS EASIER TO MONITOR BILL'S PROGRESS IF WE MEASURE HIS LEARNING THROUGH SLIDE PRESENTATIONS, RATHER THAN DRIVING HIM THROUGH THE STREETS EVERY DAY.

4.3.2.1 THE MEASUREMENT PROCEDURES MUST DIRECTLY MEASURE THE INSTRUCTIONAL BEHAVIORS.

- THIS CONDITION IS RATHER OBVIOUS. IT INDICATES THAT WE SHOULD REQUIRE BILL TO RESPOND IN A MANNER SIMILAR TO WHAT HE WILL BE REQUIRED TO DO WHEN HE TAKES HIS DRIVER'S TEST. OUR BEHAVIORAL OBJECTIVES SHOULD REFLECT THIS REQUIREMENT.

4.3.2.2 THE MEASUREMENT PROCEDURES MUST BE IMPLEMENTED AND IMPLEMENTABLE ON A CONTINUOUS BASIS.

- OUR MEASUREMENT AND EVALUATION SYSTEMS SHOULD ALLOW US TO MONITOR BILL'S PROGRESS ON A CONTINUOUS (I.E., DAILY) BASIS. WE WANT TO BE ABLE TO MODIFY OUR INSTRUCTION AND TO CATCH HIS ERROR PATTERNS BEFORE THEY BECOME TOO DIFFICULT TO CHANGE.

4.3.3 BASED ON MEASURABLE CRITERIA INDICATED IN THE BEHAVIORAL OBJECTIVE, SPECIFIC AND MEASURABLE RULES FOR INSTRUCTIONAL CHANGE MUST BE SPECIFIED (I.E., DATA-DECISION RULES).

4.3.3.1 THESE DATA-DECISION RULES SHOULD BE EXPRESSED IN THE FORM OF "IF-THEN" STATEMENTS.

- FOR EXAMPLE, "IF BILL BALANCES HIS PERSONAL CHECKBOOK ACCURATELY EACH DAY FOR THREE CONSECUTIVE DAYS, MOVE TO THE NEXT INSTRUCTIONAL OBJECTIVE."

- "IF BILL INCORRECTLY BALANCES HIS PERSONAL CHECKBOOK EACH DAY FOR THREE CONSECUTIVE DAYS, CHANGE THE INSTRUCTIONAL OBJECTIVE TO A MORE ACCOMPLISHABLE LEVEL" (I.E., GIVE HIM ANOTHER STUDENT'S PERSONAL CHECKBOOK TO USE AS A MODEL).

4.3.3.2 A RULE SHOULD BE SPECIFIED FOR ACCEPTABLE STUDENT STUDENT PERFORMANCE (I.E., WHEN PERFORMANCE TRENDS OR PATTERNS INDICATE THAT THE STUDENT WILL ACHIEVE THE BEHAVIORAL OBJECTIVE BY THE SPECIFIED TIME UNDER THE PREVAILING INSTRUCTIONAL CONDITIONS).

4.3.3.3 A RULE SHOULD BE SPECIFIED FOR UNACCEPTABLE STUDENT PERFORMANCE (I.E., WHEN PERFORMANCE TRENDS OR PATTERNS INDICATE THAT THE STUDENT WILL NOT ACHIEVE THE BEHAVIORAL OBJECTIVE BY THE SPECIFIED TIME UNLESS (a) THE TIMELINE IS EXTENDED AND/OR (b) THE INSTRUCTIONAL PROGRAMMING IS ADJUSTED).

4.4 COLLECTING AND MEASURING STUDENT PERFORMANCE CAN BE ACCOMPLISHED IN A VARIETY OF WAYS. BASICALLY, WE CAN IDENTIFY FOUR BASIC LEVELS OF ASSESSMENT (DISPLAY T-4.4).

4.4.1 LEVEL ONE CONSISTS OF WRITTEN DOCUMENTS OR ARCHIVES ABOUT PAST STUDENT PERFORMANCE AND/OR INSTRUCTIONAL STRATEGIES. THESE MOST FREQUENTLY TAKE THE FORM OF WRITTEN REPORTS AND RECORDS.

4.4.2 LEVEL TWO ASSESSMENT FOCUSES ON INFORMATION COLLECTED THROUGH INTERVIEWS AND VERBAL REPORTS. THESE TYPES OF DATA ARE OBTAINED BY ASKING OTHERS WHO HAVE WORKED WITH A PARTICULAR STUDENT OR WHO ARE FAMILIAR WITH HIS OR HER PARTICULAR ACADEMIC AND SOCIAL BEHAVIOR STRENGTHS AND WEAKNESSES AND EFFECTIVE AND INEFFECTIVE INSTRUCTIONAL STRATEGIES.

4.4.3 FORMAL AND INFORMAL WRITTEN TESTS MAKE UP LEVEL THREE ASSESSMENTS. MOST LEVEL THREE ASSESSMENT DEVICES ARE STANDARDIZED, NORM-REFERENCED TESTS; HOWEVER, MORE INFORMAL, CURRICULUM-BASED TESTS ARE BEING USED. THE LATTER MAY BE OBTAINED THROUGH THE USUAL COMMERCIAL VENDOR, OR THEY MAY BE TEACHER-MADE. CHECKLISTS AND OTHER FORMS OF BEHAVIORAL OR INSTRUCTIONAL INVENTORIES ARE ALSO INCLUDED IN THIS LEVEL OF ASSESSMENT.

4.4.4 THE LAST, MORE DIRECT, AND OBJECTIVE LEVEL OF ASSESSMENT IS DIRECT OBSERVATIONAL TECHNIQUES. PROCEDURES EMPLOYED AT THIS LEVEL RELY ON THE TEACHER MAKING DIRECT OBSERVATIONS OF BEHAVIORS AS THEY ARE OCCURRING AND RECORDING THEM DIRECTLY IN SOME SYSTEMATIC MANNER.

4.5 THIS IS THE CONCLUSION OF PART 1 OF A THREE PART MODULE ON INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS. PART 2 WILL FOCUS ON THE PLANNING AND IMPLEMENTATION OF INSTRUCTION.

4.5.1 THUS FAR, WE HAVE DISCUSSED A NUMBER OF TOPICS WHICH ARE IMPORTANT TO UNDERSTANDING INSTRUCTIONAL PROGRAMMING FOR HANDICAPPED ADOLESCENTS. SOME OF THESE TOPICS WILL BE DISCUSSED IN MUCH GREATER DETAIL IN OTHER MODULES. WE DISCUSSED A NUMBER OF ESSENTIAL TOPICS.

WE IDENTIFIED FOUR CRITICAL CHARACTERISTICS OF THE INSTRUCTIONAL SETTING.

4.5.1.1 CHARACTERISTICS OF THE STUDENT

4.5.1.2 CHARACTERISTICS OF THE TEACHER

4.5.1.3 INFLUENCES FROM THE SOCIAL ENVIRONMENT

4.5.1.4 CURRICULUM AND INSTRUCTION

4.5.2 WE DESCRIBED FIVE PHASES OF LEARNING WHICH ARE IMPORTANT IN SHAPING THE INSTRUCTIONAL STRATEGIES SELECTED BY THE TEACHER.

4.5.2.1 ACQUISITION

4.5.2.2 FLUENCY/PROFICIENCY

4.5.2.3 MAINTENANCE

4.5.2.4 GENERALIZATION

4.5.2.5 ADAPTATION

4.5.3 WE DISCUSSED THE EIGHT STEPS OF A STRUCTURED INSTRUCTIONAL PLAN.

4.5.3.1 ASSESS

4.5.3.2 SET LONG-TERM OBJECTIVES

4.5.3.3 SET SHORT-TERM OBJECTIVES

4.5.3.4 DEVELOP INSTRUCTIONAL PLAN

4.5.3.5 DEVELOP MEASUREMENT PLAN

4.5.3.6 IMPLEMENT INSTRUCTIONAL AND MEASUREMENT PLAN

4.5.3.7 MODIFY BASED ON THE DATA

4.5.3.8 EVALUATE INSTRUCTION

4.5.4 TO CONCLUDE PART 1, WE REVIEWED SOME ASSESSMENT AND EVALUATION GUIDELINES WHICH ARE ESSENTIAL TO EFFICIENT AND EFFECTIVE INSTRUCTIONAL PROGRAMMING. WE FOCUSED ON A NUMBER OF CONCEPTS.

4.5.4.1 ASSESSMENT AND EVALUATION

4.5.4.2 SUMMATIVE AND FORMATIVE EVALUATION

4.5.4.3 DATA-BASED DECISION-MAKING

4.5.4.4 FOUR LEVELS OF ASSESSMENT

4.5.5 IN THE NEXT SECTION WE WILL DISCUSS TOPICS RELATING TO THE ACTUAL TOOLS AND IMPLEMENTATION OF INSTRUCTION. WE WILL DISCUSS:

4.5.5.1 BEHAVIORAL OBJECTIVES

4.5.5.2 TASK ANALYSIS

4.5.5.3 BASIC INSTRUCTIONAL MANIPULATIONS

4.5.5.4 INSTRUCTIONAL FEEDBACK

5.0 WRITING BEHAVIORAL OBJECTIVES: SOME NOTES

5.1 WHY WRITE BEHAVIORAL OBJECTIVES? BEHAVIORAL OBJECTIVES ARE KEY COMPONENTS OF EFFECTIVE INSTRUCTIONAL PROGRAMMING. THEY ARE IMPORTANT FOR A NUMBER OF REASONS.

5.1.1 THEY PROVIDE AN INSTRUCTIONAL/TREATMENT FOCUS FOR TEACHERS.

- I.E., RATHER THAN EMPHASIZING SUBJECTIVE AND NONSPECIFIC INSTRUCTIONAL TARGETS, BEHAVIORAL OBJECTIVES GIVE TEACHERS A SPECIFIC AND OBJECTIVE FOCUS FOR INSTRUCTION.

5.1.2 THEY PROVIDE PERFORMANCE AND EVALUATION INFORMATION FOR OTHERS WHO ARE INVOLVED IN PLANNING INSTRUCTION.

- I.E., THE INFORMATION FOUND IN BEHAVIORAL OBJECTIVES GIVES THE TEACHER AN INDICATION OF WHAT THE STUDENT NEEDS TO LEARN AND WHAT KINDS OF CONDITIONS ARE NECESSARY FOR MASTERY OF A GIVEN UNIT OF INSTRUCTION.

5.1.4 IN SPECIAL EDUCATION, THEY ARE LEGAL REQUIREMENTS (E.G., PL 94-142, EDUCATION FOR ALL HANDICAPPED ACT).

- I.E., BY LAW, THE SPECIFIC LEARNING OBJECTIVES FOR EACH SPECIAL EDUCATION STUDENT MUST BE CLEARLY EVALUATED AND TARGETED FOR INSTRUCTIONAL SERVICES. BEHAVIORAL OBJECTIVES ARE PART OF THIS PRESCRIPTION FOR SPECIAL EDUCATION SERVICE DELIVERY.

3.2 PERFORMANCE OBJECTIVES CAN BE WRITTEN AT THREE DIFFERENT LEVELS OF INSTRUCTION. EACH STATEMENT INDICATES THE DESIRED OR EXPECTED BEHAVIOR TO BE LEARNED BY THE STUDENT.

3.2.1 THE FIRST AND MOST GENERAL FORM OF PERFORMANCE OBJECTIVE IS THE EDUCATIONAL GOAL STATEMENT. THE EDUCATIONAL GOAL STATEMENT INDICATES THE GENERAL ACADEMIC AREA TO BE ADDRESSED (DISPLAY T-3.2).

3.2.1.1 EXAMPLES

- "TO INCREASE IKE'S COMPUTATIONAL SKILLS IN MATHEMATICS."
- "BY THE END OF NINE WEEKS, SIMON WILL INCREASE HIS READING RATE TO GRADE LEVEL."
- "WHILE IN REGULAR CLASSES, ANTONETTE WILL SHOW IMPROVED PEER RELATIONS."

3.2.2 THE SECOND TYPE OF PERFORMANCE STATEMENT IS THE LONG-TERM OBJECTIVE. THE LONG-TERM OBJECTIVE IS A SPECIFIC AND MEASURABLE INDICATION OF A SKILL TO BE LEARNED AT LEAST BY THE END OF A SPECIFIED INSTRUCTIONAL PERIOD OR LESSON (DISPLAY T-3.2.2).

3.2.2.1 EXAMPLES

- "Given 20 two digit by two digit multiplication problems that require carrying, Ike will write the correct product for 18 out of 20 problems within 20 minutes for two consecutive days."
- "Given a local newspaper, Simon will read orally at least 80 words per minute with no more than two errors every two minutes for two consecutive sessions."
- "When in a 50 minute regular education math class, Antonette will say the name of the person of whom she makes a request in 80% of the opportunities for three consecutive days."

3.2.3 THE THIRD FORM OF PERFORMANCE OBJECTIVE IS THE SHORT TERM OBJECTIVE. SHORT-TERM OBJECTIVES INDICATE A PARTICULAR BEHAVIOR AND A DESIRED LEVEL OF RESPONDING TO BE ACHIEVED TOWARD MASTERING THE LONG-TERM OBJECTIVE. THESE INSTRUCTIONAL TARGET STATEMENTS ARE DERIVED FROM A TASK ANALYSIS OF THE LONG-TERM OBJECTIVE.

3.2.3.1 FOR EXAMPLE, IN TEACHING ANTONETTE TO SAY THE NAME OF THE PERSON OF WHOM SHE MAKES DEMANDS, THE LONG-TERM OBJECTIVE INDICATES AN ACCURACY CRITERION OF "80% OF THE OPPORTUNITIES." ANTONETTE'S INITIAL PERFORMANCE RATES INDICATE THAT SHE IS ENGAGING IN THE DESIRED BEHAVIOR APPROXIMATELY 5% OF THE TIME. THE TEACHER MIGHT SET THE MASTERY CRITERION FOR THE FIRST SHORT-TERM OBJECTIVE AT 25%. IF AND WHEN THIS LEVEL OF RESPONDING IS ACHIEVED, THE NEXT SHORT TERM OBJECTIVE MIGHT BE SET AT 50%. THIS STEP-BY-STEP SHAPING PROCESS WOULD BE CONTINUED UNTIL THE LONG-TERM OBJECTIVE IS SUCCESSFULLY DEMONSTRATED.

3.3 A COMPLETE BEHAVIORAL OBJECTIVE IS MADE UP OF FOUR ESSENTIAL COMPONENTS. EACH OF THESE PARTS MUST BE PRESENT SO THAT ASSESSMENT AND EVALUATION PROCEDURES MAY BE ACCOMPLISHED ACCURATELY.

3.3.1 EACH OBJECTIVE SHOULD STATE THE NAME OF THE STUDENT. SINCE WE ARE ATTEMPTING TO MAXIMIZE LEARNING OPPORTUNITIES FOR INDIVIDUAL STUDENTS, THE OBJECTIVE SHOULD EMPHASIZE AND INDICATE THE LEARNER FOR WHOM THE OBJECTIVE IS BEING APPLIED.

FOR EXAMPLE, IN EACH OF THE BEHAVIORAL OBJECTIVES GIVEN ABOVE, THE NAMES OF THE STUDENTS ARE INCLUDED. THIS EMPHASIZES THE INDIVIDUALIZED FOCUS THAT IS STRESSED IN SPECIAL AND REMEDIAL EDUCATION.

3.3.2 EACH BEHAVIORAL OBJECTIVE MUST STATE, AS ITS MAIN VERB, THE BEHAVIOR

3.3.2.1 TO BE LEARNED BY THE STUDENT AND

3.3.2.2 TO BE TAUGHT, ASSESSED, AND EVALUATED BY THE TEACHER.

3.3.2.3 FOR LONG AND SHORT-TERM OBJECTIVES, THE BEHAVIOR MUST BE STATED IN AN OBSERVABLE AND MEASURABLE FORM.

3.3.3 EACH BEHAVIORAL OBJECTIVE MUST STATE THE CONDITIONS UNDER WHICH THE DESIRED INSTRUCTIONAL BEHAVIOR IS TO BE DISPLAYED AND MEASURED.

3.3.3.1 IN THE CASE OF ACADEMIC BEHAVIORAL OBJECTIVES, THE CONDITIONS MIGHT INDICATE THE SPECIFIC CURRICULUM TO WHICH THE STUDENT MUST DEMONSTRATE THE DESIRED BEHAVIORS.

- FOR EXAMPLE, "GIVEN PICTURES OF 25 TRAFFIC CONTROL SIGNS, IKE WILL VERBALLY NAME...."

3.3.3.2 IN THE CASE OF SOCIAL SKILL BEHAVIORS, THE

SETTING CONDITIONS MIGHT BE SPECIFIED.

- FOR EXAMPLE, "GIVEN A 30 MINUTE LUNCH PERIOD, SIMON WILL USE HIS HANDS AND FEET IN AN APPROPRIATE MANNER."

5.3.4 THE FOURTH ESSENTIAL COMPONENT OF A COMPLETE BEHAVIORAL OBJECTIVE IS THE DESIRED PERFORMANCE CRITERION OR STANDARD.

5.3.4.1 A STATEMENT OF CRITERION PERMITS THE TEACHER TO EVALUATE THE ACTUAL ACCURACY OR LEVEL OF STUDENT RESPONDING (I.E., WHETHER THE BEHAVIORAL OBJECTIVE WAS SUCCESSFULLY MET OR NOT).

5.3.4.2 AS IN THE CASE OF THE BEHAVIOR, THE CRITERION MUST BE STATED IN AN OBSERVABLE AND MEASURABLE MANNER.

- FOR EXAMPLE, STATING A CRITERION AS "MOST OF THE TIME" LEAVES TOO MUCH ROOM FOR DISAGREEMENT AND ERROR. IT IS MORE PRECISE TO STATE THE CRITERION IN TERMS THAT REFLECT THE EXACT LEVEL OF PERFORMANCE DESIRED.

5.4 THE SELECTION OF ACADEMIC AND SOCIAL BEHAVIORS TO BE TAUGHT CAN BE ACHIEVED IN A VARIETY OF WAYS.

5.4.1 THE MOST COMMON METHOD OF IDENTIFYING WHAT YOU WANT TO TEACH IS TO ASSESS AND EVALUATE THE STUDENT'S SKILLS WITH ONE OR MORE OF THE MANY CRITERION- AND NORM-REFERENCED TESTING INSTRUMENTS.

5.4.2 CURRICULUM-BASED SELECTION PROCEDURES ARE MORE FUNCTIONAL IN THE CLASSROOM AND THEY PERMIT THE TEACHER TO ENGAGE IN FORMATIVE EVALUATIONS OF STUDENT LEARNING.

5.4.2.1 CURRICULUM-BASED SELECTION PROCEDURES EMPHASIZE THE USE OF CLASSROOM CURRICULUM TO ASSESS AND EVALUATE STUDENT LEARNING AND PERFORMANCE. THIS PERMITS THE DEVELOPMENT OF A MORE FUNCTIONAL CURRICULUM AND A MORE RELEVANT MEASURE OF STUDENT PROGRESS.

5.4.3 BEHAVIORAL TARGETS CAN BE DETERMINED BY REVIEWING THE STUDENT'S PAST PERFORMANCE AND LEARNING HISTORY. THE TEACHER COULD ASCERTAIN THOSE SKILLS THAT HAVE BEEN ACQUIRED, MAINTAINED, AND/OR UNTAUGHT.

5.4.4 BY ASKING THE STUDENT'S PARENTS, GUARDIAN, PREVIOUS TEACHERS, ETC., TARGETS FOR INSTRUCTION MAY BE

IDENTIFIED. IN THE CASE OF THE ADOLESCENT OFFENDER, PERSONS IN THE CORRECTIONS SERVICE DELIVERY SYSTEM SHOULD BE QUERIED.

5.4.5 ONE OF THE MOST INFORMATIVE METHODS IS TO OBSERVE THE STUDENT IN CRITICAL EDUCATIONAL AND SOCIAL SETTINGS.

5.4.5.1 A CAREFUL ANALYSIS OF STUDENT BEHAVIOR AND ENVIRONMENTAL INFLUENCES WILL FREQUENTLY

- PRODUCE CRITICAL BEHAVIORS THAT NEED TO BE CHANGED AND

- IDENTIFY THE CONDITIONS UNDER WHICH THE NEW BEHAVIORS MUST BE DISPLAYED.

5.4.6 A SIMPLE METHOD THAT IS OFTEN OVERLOOKED IS TO ASK THE STUDENT WHAT S/HE THINKS NEEDS TO BE CHANGED OR LEARNED. THIS TYPE OF INTERVIEWING MAY TAKE A VARIETY OF FORMS.

5.4.6.1 THE MOST DIRECT, THOUGH POTENTIALLY MOST DIFFICULT FOR THE STUDENT, IS TO ASK THE STUDENT TO STATE SPECIFICALLY WHAT S/HE WANTS TO CHANGE OR LEARN.

5.4.6.2 IF A LESS INTRUSIVE APPROACH IS NEEDED, THE TEACHER MAY NEED TO SET UP CONTRIVED LEARNING OR PROBLEM SITUATIONS TO WHICH THE STUDENT MUST REACT OR RESPOND.

5.4.7 REGARDLESS OF HOW THE BEHAVIOR IS IDENTIFIED, THE FINAL SELECTION SHOULD BE BASED ON A DETERMINATION OF

5.4.7.1 WHAT THE IMMEDIATE ENVIRONMENTAL EXPECTATIONS ARE AND

5.4.7.2 WHAT THE STUDENT NEEDS TO BE SUCCESSFUL IN THE NEXT LEAST RESTRICTIVE SETTING.

5.5 NOW THAT WE HAVE A BASIC INTRODUCTION TO BEHAVIORAL OBJECTIVES, WE NEED TO LOOK AT THE PRACTICE OF DEVELOPING AND WRITING BEHAVIORAL OBJECTIVES. IN THE FOLLOWING SECTIONS WE WILL FOCUS ON SOME SPECIFIC GUIDELINES (DISPLAY T-5.5).

5.5.1 WHEN WRITING LONG- OR SHORT-TERM OBJECTIVES, THE FOLLOWING CRITERIA SHOULD BE MET

5.5.1.1 WRITE COMPLETE OBJECTIVES: NAME OF STUDENT, BEHAVIOR, CONDITIONS AND CRITERIA.

5.5.1.2 THE MAIN VERB IN THE BEHAVIORAL OBJECTIVE STATEMENT SHOULD BE AN ACTIVE VERB AND

SHOULD BE AN OBSERVABLE ACTION BEHAVIOR.

- "OBSERVABLE" MEANS THAT ANY READER OF THE OBJECTIVE WOULD BE ABLE TO ASSESS (I.E., SEE, HEAR, COUNT, MEASURE, ETC.) THE INSTRUCTIONAL SKILL BEING TAUGHT/LEARNED.

  - E.G., "...DANNY WILL KNOW WHEN TO THINK...," IS NOT AN OBSERVABLE STATEMENT. WHEREAS, "DANNY WILL TELL THE TEACHER WHEN..." IS A MEASURABLE BEHAVIOR.

5.5.1.3 THE CONDITIONS STATED IN THE BEHAVIORAL OBJECTIVE MUST BE REPLICABLE.

- "REPLICABLE" MEANS THAT THE INSTRUCTIONAL CONDITIONS UNDER WHICH THE TARGET BEHAVIOR IS TO BE OBSERVED CAN BE REPRODUCED BY ANOTHER PERSON.

  - I.E., A CONDITION STATEMENT THAT IS INDICATED AS "WHENEVER HE IS GIVEN A WORKSHEET..." IS NOT REPRODUCIBLE; HOWEVER, A STATEMENT THAT IS WRITTEN AS "WHEN HE IS PRESENTED HIS THREE MATH HOMEWORK PRACTICE SHEETS..." IS REPLICABLE BY ANOTHER PERSON.

5.5.1.4 THE CRITERIA STATED IN THE BEHAVIORAL OBJECTIVE MUST BE MEASURABLE.

- IN ORDER TO EVALUATE THE BEHAVIOR BEING TAUGHT, A STANDARD OR CRITERION MUST BE INDICATED. THIS STANDARD ALSO FUNCTIONS AS A GUIDE FOR INSTRUCTION.

  - I.E., AN OBJECTIVE THAT STATES A CRITERION AS "...90% OF THE TIME" CANNOT BE MEASURED. IT MIGHT MEAN "...90% OF THE OPPORTUNITIES AVAILABLE," OR "45 OUT OF EVERY 50 MINUTES."

5.5.1.5 THE STUDENT'S BASELINE PERFORMANCE RATES HAVE BEEN USED TO DETERMINE THE BEHAVIORAL OBJECTIVE CRITERION.

- IN THE ABOVE SECTION ON IDENTIFYING TARGET BEHAVIORS, WE DISCUSSED A NUMBER OF ASSESSMENT STRATEGIES. THESE PROCEDURES ALSO PROVIDE INFORMATION ABOUT THE STUDENT'S PRESENT LEVEL OF FUNCTIONING FOR A SPECIFIC BEHAVIORAL SKILL BEFORE INSTRUCTION IS INITIATED.

THESE ARE CALLED "BASELINE RATES." BASELINE RATES MAY BE USED TO ESTIMATE CRITERIA FOR SHORT- AND LONG-TERM OBJECTIVES.

  - E.G., A TEACHER HAS COUNTED THE NUMBER OF TIMES THAT ARTHUR SAYS A CURSE OR SWEAR WORD DURING MORNING GROUP MEETING IN A SPECIAL CORRECTIONS SCHOOL. ON THREE CONSECUTIVE MORNINGS, ARTHUR HAS AVERAGED APPROXIMATELY 27 SWEAR WORDS IN A 30-MINUTE MEETING. BASED ON THESE DATA, AN OBJECTIVE IS WRITTEN FOR ARTHUR WITH A STANDARD OF 12 SWEAR WORDS IN A 30-MINUTE MORNING MEETING.

- IT IS ALSO USEFUL TO CONSIDER THE PERFORMANCE LEVELS DISPLAYED BY MEMBERS OF THE STUDENT'S PEER GROUP AND REQUIRED BY THE PRESENT AND NEXT EDUCATIONAL PLACEMENT.

  - E.G., IN THE HIGH SCHOOL SPECIAL EDUCATION CLASSROOM WHERE ARTHUR WILL BE ATTENDING NEXT YEAR, THE STUDENTS ARE ALLOWED TO SWEAR NO MORE THAN TWO TIMES IN A 30 MINUTE CLASS MEETING. FOR ARTHUR TO BE SUCCESSFUL, HE MUST NOT ONLY REACH THE 12 SWEARS PER 30 MINUTES... BUT MUST ALSO ACHIEVE A FREQUENCY THAT WILL ALLOW HIM TO BE SUCCESSFUL IN A LESS RESTRICTIVE SETTING.

5.5.1.6 THE SHORT- AND LONG-TERM OBJECTIVES SHOULD BE STATED IN POSITIVE TERMS.

- WHETHER THE BEHAVIORS TO BE CHANGED ARE BEHAVIORAL EXCESSES OR DEFICITS, THE TEACHER SHOULD ATTEMPT TO STATE OBJECTIVES AS POSITIVE GROWTH STATEMENTS. IN THE CASE OF DEFICIT BEHAVIORS, IT IS RELATIVELY EASY TO WRITE A POSITIVE BEHAVIORAL OBJECTIVE.

- WHEN ATTEMPTING TO REMEDIATE BEHAVIORAL EXCESSES, THE TEACHER MAY NEED TO WRITE TWO OBJECTIVES. THIS PROCEDURE IS CALLED THE FAIR-PAIR PRINCIPLE, AND CAN BE EASILY RESTATED AS "DON'T TAKE AWAY WITHOUT REPLACING." THUS, THE FIRST OBJECTIVE WOULD SPECIFY THE BEHAVIOR TO BE REDUCED AND THE LEVEL TO WHICH IT IS TO BE DECREASED TO; AND THE OTHER FAIR-

PAIR OBJECTIVE WOULD INDICATE A SPECIFIC TARGET BEHAVIOR WHICH WOULD BE TAUGHT AS A MORE DESIRABLE REPLACEMENT BEHAVIOR.

- E.G., IN ARTHUR'S CASE, ONE BEHAVIORAL OBJECTIVE WOULD INDICATE THE REQUIRED CHANGE IN THE NUMBER OF SWEARS (I.E., "...ARTHUR WILL SAY NO MORE THAN 2 SWEARS..." AND IN SOME DESIRED REPLACEMENT BEHAVIOR, I.E., "...ARTHUR WILL SAY AN APPROPRIATE COMMENT ABOUT A PEER...").

5.5.1.7 IF THE DESIRED BEHAVIOR CAN BE DEMONSTRATED OR DISPLAYED IN MORE THAN ONE MANNER, A SPECIFIC AND OBSERVABLE INDICATOR BEHAVIOR SHOULD BE GIVEN IN THE BEHAVIORAL OBJECTIVE. AN "INDICATOR BEHAVIOR" SPECIFIES HOW THE DESIRED BEHAVIOR WILL BE DEMONSTRATED OR SHOWN BY THE STUDENT.

- FOR EXAMPLE, CORRECT SPELLING MAY BE INDICATED IN A NUMBER OF WAYS (I.E., IN WRITING, VERBALLY, MULTIPLE CHOICE, ETC. THUS, THE MAIN VERB IN THE SPELLING BEHAVIORAL OBJECTIVE COULD BE STATED AS "POINT TO," "TOUCH," "CIRCLE WITH INDEX FINGER," "PICK UP AND PLACE...," ETC.).

5.5.1.8 WHEN WRITING BEHAVIORAL OBJECTIVES, THE TEACHER SHOULD AVOID UNNECESSARY FILLER WORDS.

- THIS PROBLEM IS MOST FREQUENT IN STATING THE TARGET BEHAVIOR IN THE BEHAVIORAL OBJECTIVE. THE TEACHER SHOULD AVOID FILLER WORDS SUCH AS "WILL INCREASE," "WILL BE ABLE TO," ETC. AND INSTEAD STATE THE TARGET BEHAVIOR AS AN ACTIVE, OBSERVABLE VERB.

5.5.2 TO CONCLUDE THIS SECTION, THE FOLLOWING REPRESENT QUESTIONS THAT TEACHERS CAN ASK THEMSELVES TO DETERMINE WHETHER OR NOT AN OBJECTIVE HAS BEEN WRITTEN CORRECTLY AND COMPLETELY.

5.5.2.1 ARE ALL FOUR COMPONENTS PRESENT?

5.5.2.2 IS THE TARGET BEHAVIOR STATED IN SPECIFIC, OBSERVABLE AND MEASURABLE TERMS?

5.5.2.3 IS THE CRITERION STATED IN SPECIFIC AND MEASURABLE TERMS?

5.5.2.4 ARE THE CONDITIONS UNDER WHICH THE BEHAVIOR IS TO BE LEARNED INDICATED IN A CLEAR AND REPLICABLE MANNER?

5.6 AFTER A BEHAVIORAL OBJECTIVE HAS BEEN SUCCESSFULLY MET, OR IF THE STUDENT'S PERFORMANCE INDICATES UNSATISFACTORY PROGRESS TOWARD MASTERING A BEHAVIORAL OBJECTIVE, TEACHERS MAY NEED TO ADJUST THEIR INSTRUCTIONAL PROGRAMMING, WHICH MIGHT INCLUDE ADJUSTING OR MODIFYING A BEHAVIORAL OBJECTIVE. BEHAVIORAL OBJECTIVES MAY BE ADJUSTED IN A VARIETY OF WAYS (DISPLAY T-5.6).

5.6.1 THE INDICATOR BEHAVIOR MAY BE ADJUSTED.

5.6.1.1 A LESS OR MORE COMPLEX INDICATOR BEHAVIOR MAY BE SELECTED TO MODIFY A BEHAVIORAL OBJECTIVE. A NEW BEHAVIOR IS SELECTED TO BE USED BY STUDENTS TO "SHOW" THEIR LEARNING OF A SKILL OR CONCEPT.

- E.G., MARIE HAS MASTERED AN OBJECTIVE WHICH REQUIRES HER TO WRITE AN APPROPRIATE SOLUTION TO A CONFRONTATIVE SOCIAL SITUATION. THE TEACHER ADJUSTS THIS OBJECTIVE SO THAT MARIE MUST NOW SHOW OR DEMONSTRATE THE CORRECT SOLUTION IN A ROLE-PLAYING SIMULATION.

5.6.2 BEHAVIORAL OBJECTIVES MAY ALSO BE MODIFIED BY ADJUSTING THE ENTRY POINT.

5.6.2.1 IN SOME CASES, FAILURES TO MASTER AN OBJECTIVE OR TO SHOW SATISFACTORY PROGRESS ARE ASSOCIATED WITH UNLEARNED PREREQUISITE BEHAVIORS.

- THE TEACHER'S TASK WOULD BE TO STEP BACK IN THE TASK ANALYSIS AND/OR TEACH THE PREREQUISITE SKILLS NEEDED TO LEARN THE TARGET SKILL.

- E.G., GINGER IS UNABLE TO LEARN A BEHAVIORAL OBJECTIVE FOR COMPUTING SUBTRACTION PROBLEMS REQUIRING BORROWING IN BOTH THE TENS AND HUNDREDS PLACE. HER PERFORMANCE INDICATES THAT SHE HAS NOT LEARNED THE NECESSARY PREREQUISITE SKILLS REQUIRED TO BORROW, SO THE TEACHER STEPS BACK IN THE SUBTRACTION SEQUENCE AND TEACHES HER HOW TO DO SUBTRACTION PROBLEMS WHICH REQUIRE BORROWING IN THE TENS COLUMN ONLY.

5.6.3 INSTRUCTIONAL PROGRAMMING MAY BE MODIFIED BY CHANGING THE LEARNING STEP SIZE.

5.6.3.1 IF THE STUDENT'S PERFORMANCE INDICATES THAT THE INSTRUCTIONAL STEP SIZES (I.E., SEQUENCE OF SHORT-TERM OBJECTIVES) ARE TOO SMALL OR TOO LARGE, THE TEACHER MAY ADJUST THE TASK ANALYSIS STEPS SO THEY ARE LARGER OR SMALLER, RESPECTIVELY.

- E.G., SARAH HAS THE NECESSARY PREREQUISITE SKILLS NEEDED TO FOLLOW THE CAKE BAKING RECIPE IN THE COOKBOOK, BUT THE STEPS IN THE COOKING SEQUENCE ARE TOO LARGE. THE TEACHER HELPS SARAH BY BREAKING UP THE STEPS INTO SMALLER INSTRUCTIONAL UNITS.

5.6.4 TEACHING IS A PROCESS OF ADDING AND DELETING INSTRUCTIONAL PROMPTS AND AIDS WHICH FACILITATE STUDENT LEARNING. WHEN AN OBJECTIVE IS MASTERED (OR NOT MASTERED), THE TEACHER SHOULD ADJUST INSTRUCTIONAL PROMPTS AND AIDS (I.E., THE CONDITIONS UNDER WHICH THE DESIRED INSTRUCTIONAL BEHAVIOR IS DISPLAYED OR LEARNED).

5.6.4.1 IN THE CASE OF MASTERY, THE PROMPTS SHOULD BE FADED TO APPROXIMATE MORE "NATURAL" CONDITIONS.

- E.G., CHUCK HAS LEARNED TO BALANCE HIS CHECKBOOK AFTER WRITING EACH CHECK WHEN HE HAS A SMALL 3x5 CARD THAT PROVIDES HIM WITH A VISUAL MODEL. THE TEACHER'S NEXT STEP IS TO FADE OUT THE MODEL AND TEACH CHUCK NOW TO USE HIS PREVIOUS CHECK BALANCING EXAMPLES AS A MORE "NATURAL" PROMPT OR AID.

5.6.4.2 IN THE CASE OF INADEQUATE STUDENT PROGRESS, THE TEACHER SHOULD CONSIDER MORE INSTRUSIVE INSTRUCTIONAL CONDITIONS.

- E.G., UNFORTUNATELY, BARBIE WASN'T AS SUCCESSFUL WITH THE 3x5 CARD PROMPT, SO THE TEACHER HAD TO GIVE HER A MORE INSTRUSIVE OR OBVIOUS AID... WHICH FOR BARBIE WAS A SMALL HAND CALCULATOR WITH A WRITTEN STEP-BY-STEP GUIDE FOR BALANCING EACH CHECK.

5.6.5 BASED ON THE STUDENT'S PROGRESS AND MASTERY OF PERFORMANCE OBJECTIVES, THE TEACHER MIGHT ALSO CONSIDER ADJUSTING THE CRITERION OR STANDARD OF A BEHAVIORAL OBJECTIVE.

5.6.5.1 MODIFICATIONS MIGHT BE MADE IN BEHAVIORAL FREQUENCY OR RATE, DURATION, INTENSITY, LOCUS, AND/OR ACCURACY.

- E.G., MARK MET HIS OBJECTIVE FOR FIVE CONSECUTIVE DAYS ON TIME TO INDUSTRIAL ARTS CLASS. THE TEACHER ADJUSTED THE CRITERION OF THE OBJECTIVE TO SEVEN CONSECUTIVE DAYS.

5.7 USING A STANDARD FORMAT SIMPLIFIES THE PROCESS OF WRITING COMPLETE BEHAVIORAL OBJECTIVES. THE FOLLOWING STRUCTURE ALSO ASSISTS IN MEETING THE REQUIREMENTS OF A USEFUL AND COMPLETE SHORT OR LONG-TERM OBJECTIVE (DISPLAY T-5.7).

5.7.1 STANDARD FORMAT

'Given....., Bill will.....
.....at/for/with.....
..... for ___ consecutive days.'

5.7.2 EXAMPLES

- 'Given 20 different mailing addresses and the verbal cue 'Write the addresses on the envelopes,' Bill will write the sending address and his return address correctly on 18 out of the 20 mailing addresses on three consecutive days.'

- 'Given one verbal prompt, 'Time to get up,' by his houseparent, Bill will get dressed, brush his teeth, comb his hair, wash his face, and make his bed, all within 10 minutes of the prompt each morning on three consecutive days.'

6.0 TASK ANALYSIS: A PROCESS AND A PRODUCT

6.1 A TASK ANALYSIS IS BOTH A PROCESS AND A PRODUCT.

6.1.1 AS A PROCESS IT IS BREAKING A BEHAVIORAL OBJECTIVE INTO SMALLER, TEACHABLE PARTS OR STEPS.

6.1.1.1 FOR EXAMPLE, A LONG-TERM OBJECTIVE MIGHT, AS ITS OUTCOME CRITERION, REQUIRE ELLEN TO SIT IN HER SEAT FOR 45 MINUTES. SINCE IT IS NOT LIKELY THAT CLEO WILL ACHIEVE THIS LEVEL OF PERFORMANCE ON THE FIRST DAY OF INTERVENTION, THE TEACHER MIGHT BREAK THE OBJECTIVE INTO A NUMBER OF SHORT-TERM OBJECTIVES WHICH START WITH 10 MINUTES AND PROGRESS AT 5 MINUTE INTERVALS WHEN EACH CRITERION IS MET FOR TWO CONSECUTIVE DAYS.

6.1.2 A TASK ANALYSIS IS ALSO A PRODUCT IN THAT IT IS AN INSTRUCTIONAL SEQUENCE OF THE STEPS THAT RESULT IN THE LONG-TERM OBJECTIVE BEHAVIOR BEING LEARNED.

6.1.2.1 IN THE ABOVE EXAMPLE WITH ELLEN, THE SERIES OF SHORT-TERM OBJECTIVES REPRESENTS AN INSTRUCTIONAL PLAN OR PRODUCT. THUS, A TASK ANALYSIS MAY BE CONDUCTED, AND THE OUTCOME OF THIS PROCESS IN A TASK ANALYSIS.

6.2 A TASK ANALYSIS MAY BE PERFORMED IN DIFFERENT WAYS. THREE BASIC KINDS OF TASK ANALISES CAN BE IDENTIFIED.

6.2.1 A TASK ANALYSIS MAY BE CONDUCTED BY TEMPORAL ORDER IN WHICH CASE THE BEHAVIOR TO BE TAUGHT IS BROKEN DOWN INTO A SEQUENCE OF RESPORSES WHICH, WHEN COMPLETED IN TEMPORAL ORDER, PRODUCES THE TERMINAL OR LONG-TERM OBJECTIVE BEHAVIOR (DISPLAY T-6.2.1).

6.2.1.1 FOR EXAMPLE, FOR GREETING A NEW PERSON, THE TASK ANALYSIS MIGHT CONSIST OF THE FOLLOWING TEMPORALLY ORDERED STEPS.

a. Stand facing the person within three feet.

b. Look at the person's face.

c. Say "Hi, my name is _____."

d. Extend your right hand.

e. Grasp his/her hand firmly.

f. Shake hands for 2 seconds.

g. Release his/her hand.

h. Say "Nice to meet you, _____."

6.2.2 A TASK ANALYSIS MAY BE CONDUCTED BY RESPONSE DIFFICULTY. THE CRITICAL BEHAVIOR IS BROKEN DOWN BY RESPONSE REQUIREMENTS FROM EASIEST TO HARDEST (DISPLAY T-6.2.2).

6.2.2.1 FOR EXAMPLE, FOR TEACHING A STUDENT TO WRITE HIS NAME, THE FOLLOWING TASK ANALYSIS MIGHT BE USED.

a. Given G _ O R G _, write George.

b. Given G _ _ R G _, write George.

c. Given G _ _ _ G _, write George.

d. Given G _ _ _ _ _, write George.

e. Given _ _ _ _ _ _, write George.

f. Given _____, write George.

6.2.3 A TASK ANALYSIS MAY BE CONDUCTED BY BEHAVIORAL STANDARD OR CRITERION. IN THIS CASE THE CRITERION FOR A BEHAVIOR IS MADE MORE STRINGENT OR DIFFICULT (DISPLAY T-6.2.3).

6.2.3.1 FOR EXAMPLE, FOR IMPROVING PROFICIENCY ON MATH FACTS, THE FOLLOWING TASK ANALYSIS MIGHT BE USED.

a. Given 20 problems, get 50% (10/20) correct within 20 minutes.

b. Given 20 problems, get 70% (14/20) correct within 20 minutes.

c. Given 20 problems, get 90% (18/20) correct within 20 minutes.

d. Given 20 problems, get 90% (18/20) correct within 15 minutes.

7.0 INSTRUCTINAL MANIPULATIONS

7.1 WHEN TEACHERS MUST TEACH A NEW BEHAVIOR TO A STUDENT, OR MUST IMPROVE A PARTIALLY LEARNED SKILL, THEY FOCUS ON THREE MAJOR INSTRUCTIONAL ELEMENTS (DISPLAY T-7.1).

7.1.1 THE FIRST ELEMENT IS THE STUDENT'S RESPONSE OR OBSERVED BEHAVIOR.

7.1.1.1 THE TEACHER MUST DETERMINE IF IT IS ACCURATE, INACCURATE, PARTIALLY CORRECT, PREDICTABLE, ETC.

- E.G., WHEN GIVEN A SHOPPING LIST WITH THE NAME AND SIZE OF THE ITEM TO BE PURCHASED, SAM HAS LEARNED TO IDENTIFY WHERE TO FIND THE CORRECT FOOD ITEMS IN A STORE, BUT FAILS TO SELECT THE CORRECT SIZE OR AMOUNT OF THAT ITEM. IN THIS CASE, SAM IS PARTIALLY CORRECT.

7.1.1.2 THE TEACHER MAY DIRECTLY GUIDE OR MODEL THE CORRECT RESPONSE FOR THE STUDENT AFTER THE INSTRUCTIONAL PROMPT HAS BEEN PROVIDED.
- E.G., THE TEACHER HELPED CORRECT SAM'S

PARTIALLY CORRECT SHOPPING SKILLS BY SHOWING HIM HOW TO MATCH THE SIZE OR AMOUNT OF THE ITEM INDICATED ON THE SHOPPING LIST WITH THE SIZE OR AMOUNT OF THE ITEM ON THE SHOPPING SHELF.

7.1.2 THE SECOND ELEMENT CONSISTS OF ANTECEDENT OR PRECEDING INSTRUCTIONAL PROMPTS.

7.1.2.1 THE TEACHER MUST SYSTEMATICALLY MANIPULATE INSTRUCTIONAL PROMPTS AND AIDS WHICH SIGNAL THE STUDENT TO DISPLAY A SPECIFIC ACADEMIC OR SOCIAL BEHAVIOR. NOT ONLY MUST NATURALLY OCCURRING SIGNALS BE TAUGHT, BUT TEMPORARY INSTRUCTIONAL AIDS MUST BE SYSTEMATICALLY ADDED AND THEN FADED OUT.

7.1.2.2 INSTRUCTIONAL PROMPTS AND AIDS MAY TAKE A VARIETY OF FORMS. IN GENERAL, THESE PROMPTS FALL INTO THREE CATEGORIES:

a. PHYSICAL GUIDES

- E.G., KATHY FORGETS TO WRITE HER SOCIAL SECURITY NUMBER ON HER JOB APPLICATIONS AND PAYROLL CHECKS. IN THIS CASE, KATHY'S TEACHER POINTS TO THE SPACE ("SS#") ON THE JOB APPLICATION WHERE HER SOCIAL SECURITY NUMBER SHOULD BE ENTERED AND SAYS "THIS MEANS TO WRITE YOUR SOCIAL SECURITY NUMBER HERE, KATHY." WHEN KATHY CAN DO THE CORRECT RESPONSE WITHOUT ERRORS, HER TEACHER JUST POINTS (I.E., WITHOUT MAKING ANY VERBAL COMMENT). LATER, THE TEACHER WON'T POINT EITHER.

b. SHOWING OR MODELING

- E.G., INSTEAD OF USING A PHYSICAL PROMPT OR GUIDE, THE TEACHER SHOWS KATHY A COMPLETED JOB APPLICATION WITH THE SOCIAL SECURITY NUMBER ALREADY ENTERED CORRECTLY. THE TEACHER TELLS KATHY TO FILL HER APPLICATION OUT IN THE SAME WAY. THE MODEL APPLICATION CAN BE FADED OUT OVER TIME AS KATHY'S CORRECT RESPONSES ARE STRENGTHENED.

c. TELLING OR VERBAL CUING

- E.G., IN THIS CASE, THE TEACHER REMINDS KATHY TO WRITE HER SOCIAL SECURITY

NUMBER IN THE APPROPRIATE SPOT BY TELLING HER TO LOOK CLOSELY. AT FIRST THE VERBAL CUE MIGHT BE VERY SPECIFIC (E.G., "LOOK FOR THE 'SS#' SPACE."... AND CAN BE FADED TO A SIMPLE REMINDER, E.G., "DON'T LEAVE ANY SPACES UNANSWERED").

7.1.3 THE THIRD AND LAST INSTRUCTIONAL PLANNING ELEMENT IS THE MANIPULATION OF EVENTS FOLLOWING THE STUDENT'S RESPONSES. THE FOCUS IN ON THE KIND OF IMMEDIATE AND DELAYED FEEDBACK STUDENTS RECEIVE ABOUT THE ACCURACY OF THEIR RESPONSES.

7.1.3.1 TEACHERS MUST SYSTEMATICALLY PRESENT POSITIVE REINFORCEMENT FOR CORRECT RESPONSES, CORRECTIVE OR ENCOURAGING FEEDBACK FOR PARTIALLY ACCURATE RESPONSES, AND REMEDIAL CONSEQUENCES FOR CHRONIC ACADEMIC OR SOCIAL SKILL ERRORS.

- E.G., WHENEVER MICHAEL GIVES THE CORRECT RESPONSE IN A SOCIAL CONFLICT SITUATION WITH PEERS, THE TEACHER GIVES HIM SPECIFIC VERBAL PRAISE AND ATTENTION.

- E.G., WHENEVER BRENDA GIVES A PARTIALLY CORRECT RESPONSE ON HER BUSINESS MATH WORKSHEETS, THE TEACHER PRAISES HER EFFORTS AND HELPS HER DERIVE THE CORRECT SOLUTION WITHOUT ACTUALLY TELLING HER THE ANSWER.

- E.G., WHENEVER VERNON FAILS TO SPELL A GROUP OF SIMILARLY SPELLED WORDS CORRECTLY, THE TEACHER DEVELOPS A REMEDIAL PACKAGE FOR VERNON WHICH CONSISTS OF LEARNING THE RULE THAT IDENTIFIES WHY THE WORDS ARE SIMILAR AND OF PRACTICE SPELLING THE WORDS IN A STORY WRITING EXERCISE.

7.2 LET'S LOOK AT THIS "ANTECEDENT-RESPONSE-CONSEQUENCE" INSTRUCTIONAL UNIT IN GREATER DETAIL. FIRST OF ALL, MUCH OF THE CURRENT RESEARCH INDICATES THAT THE GREATER THE AMOUNT OF TIME THAT THE STUDENT IS "ENGAGED" OR INTERACTING WITH THE INSTRUCTIONAL MATERIAL OR PROGRAM, THE GREATER THE OPPORTUNITIES FOR SUCCESSFUL LEARNING.

7.2.1 THERE ARE MANY PARTS TO THE INSTRUCTIONAL ANTECEDENTS THAT PRECEDE A STUDENT'S ACADEMIC OR SOCIAL BEHAVIOR (DISPLAY T-7.2.1).

7.2.1.1 FIRST, THE STUDENT'S ATTENTION TO THE

INSTRUCTIONAL SETTING MUST BE SECURED. LIKE ANY NEW BEHAVIOR OR SKILL, SOME NEW STUDENTS MAY NEED TO BE TAUGHT HOW TO PAY ATTENTION BY TEACHING ATTENTION SIGNALS.

- 'ATTENTION SIGNALS' MUST BE TAUGHT BEFORE INSTRUCTIONAL PROMPTS OR DIRECTIONS CAN BE PRESENTED. IF YOU HAVEN'T GOT THE STUDENT'S ATTENTION, YOU CAN'T INSURE THAT S/HE WILL RESPOND CORRECTLY TO YOUR DIRECTIONS OR INSTRUCTIONS.
  - E.G., WHILE THE TEACHER IS TELLING THE STUDENTS WHAT TO DO WHEN THEY FINISH THE FIRST PAGE OF THEIR WORKBOOKS, RANDALL IS BUSILY COMPLETING THE FIRST PAGE OF HIS WORK. THE SUBSEQUENT ENCOUNTER COULD BE AVOIDED, IF RANDALL HAD LEARNED TO ATTEND TO THE TEACHER WHEN THE DIRECTIONS WERE DISCUSSED.
- FOR THE HANDICAPPED ADOLESCENT, THE SIGNAL SHOULD BE AGE AND SETTING APPROPRIATE AND SHOULD BE IMMEDIATELY REINFORCED WHEN ATTENTION IS SECURED BY THE TEACHER.
  - E.G., IN RANDALL'S CASE, THE TEACHER WORKED ON SECURING RANDALL'S ATTENTION BY STANDING NEXT TO RANDALL WHILE HE READ THE DIRECTIONS.

7.2.1.2 ANOTHER IMPORTANT ANTECEDENT COMPONENT IS THE TASK STIMULUS OR THAT OBJECT OR EVENT TO WHICH THE STUDENT MUST RESPOND.

- E.G., AFTER SUCCESSFULLY GAINING STUDENT ATTENTION AND GIVING OUT THE DIRECTIONS, THE TEACHER ASKS EACH STUDENT TO DIAL THE FIRE DEPARTMENT ON A PRACTICE TOUCH-TONE TELEPHONE. UNFORTUNATELY, PATRICIA ONLY HAS A ROTARY STYLE PHONE AT HER HOME, AND, NATURALLY, SHE FAILS TO DIAL THE NUMBER ACCURATELY ON HER FIRST TWO TRIES.

- THE FIRST TASK STIMULI TO BE TAUGHT SHOULD BE A SELECTED SET OF INSTANCES AND NONINSTANCES WHICH HAVE CLEAR DISTINGUISING DIFFERENCES AND SIMILARITIES.
  - E.G., WHEN TEACHING THE CONCEPT OF 'RACIAL DIFFERENCES AND SIMILARITIES' TO HIS STUDENTS, THE TEACHER FIRST PRESENTS A DISCUSSION THAT FOCUSES ON THE AMERICAN BLACK AND THE AMERICAN WHITE MAN. FOLLOWING THE STUDENT'S ABILITY TO DISCRIMINATE DIFFERENCES AND SIMILARITIES IN THAT EXAMPLE, HE PRESENTS VARIOUS OTHER PAIRS, SUCH AS AMERICAN WHITE VS AMERICAN NATIVE INDIAN, AMERICAN NATIVE INDIAN VS ASIAN AMERICANS. AFTER THE EASIER ILLUSTRATIONS HAVE BEEN MASTERED, HE MOVES TO LESS OBVIOUS COMPARISONS, SUCH AS, AMERICAN BLACK VS AFRICAN BLACK, ESKIMO VS ASIAN AMERICANS, ETC.
- AFTER THE STUDENT HAS MASTERED THIS SET OF TASK STIMULI, THE POSITIVE AND NEGATIVE INSTANCES SHOULD BE VARIED ALONG SOME IRRELEVANT CHARACTERISTICS.
  - E.G., THE TEACHER HAS TAUGHT STEVEN THAT IT IS OKAY TO SMOKE IN CERTAIN RESTAURANTS AS LONG AS THERE IS AN ASHTRAY ON THE TABLE AND THERE ARE NO SIGNS INDICATING THAT IT IS PROHIBITED. NOW, STEVEN MUST LEARN THE SAME SMOKING RULES WHEN IN OTHER SETTINGS, SUCH AS OFFICES, STORES, THEATERS, ETC.
- FINALLY, THE SET OF TASK STIMULI SHOULD BE EXPANDED.
  - E.G., THOMAS HAS LEARNED HOW TO FILL OUT SIMPLE CIVIL SERVICE APPLICATIONS WHICH BASICALLY ASK FOR NAME, ADDRESS, AND PRIOR WORK EXPERIENCES. NOW, THOMAS MUST LEARN HOW TO APPLY THESE SAME SKILLS TO MORE COMPLICATED APPLICATIONS WHICH ASK FOR THE SAME INFORMATION IN DIFFERENT OR MORE COMPLEX WAYS. IN THOMAS' CASE, HE MUST USE HIS JOB APPLICATION WRITING SKILLS IN VERBAL INTERVIEWS, MULTI-COPY APPLICATIONS, AND OTHER APPLICATION FORMATS.

7.2.1.3 IF THE STUDENT HAS DIFFICULTY DISCRIMINATING BETWEEN RELEVANT AND IRRELEVANT TASK STIMULUS CHARACTERISTICS, STIMULUS PROMPTS MAY BE ADDED TO INCREASE THE LIKELIHOOD OF CORRECT RESPONDING.

- E.G., FRANK GETS IN MANY FIGHTS BECAUSE HE MISTAKES SOME 'FRIENDLY' OR 'JOKING' COMMENTS FOR PERSONAL INSULTS. FRANK FAILS TO LOOK AT MORE

THAN JUST THE CONTENT OF THE COMMENT. HIS TEACHER HAS TAUGHT HIM TO LOOK AT OTHER SITUATION VARIABLES BEFORE HE ACTS (E.G., TONE OF VOICE, SMILING OR NOT, PREVIOUS EVENTS, ETC. NOW FRANK MAKES FEWER INCORRECT DECISIONS AND GETS IN FEWER FIGHTS).

- HOWEVER, AS SOON AS CRITERION RESPONDING IS OBSERVED, THE PROMPT SHOULD BE REMOVED. THESE PROMPTS MAY TAKE THE FORM OF:

(a) PHYSICAL ASSISTS

- E.G., HERBERT HAD AN AFTER SCHOOL JOB IN THE INDUSTRIAL ARTS SHOP, BUT HE WAS CLOSE TO BEING FIRED BECAUSE HE WOULD FAIL TO TAKE HIS TOOL BELT ON A REGULAR BASIS. TO HELP HIM LEARN THIS IMPORTANT VOCATIONAL PREREQUISITE BEHAVIOR, HIS TEACHER WOULD HANG THE BELT ON THE DOOR KNOB, POINT TO IT, AND TELL HERBERT TO PICK IT UP AS HE LEFT THE ROOM.

(b) VERBAL INSTRUCTIONS OR HINTS

- E.G., AFTER HERBERT TOOK HIS TOOL BELT TO WORK ON FIVE CONSECUTIVE WORK DAYS, THE TEACHER STOPPED HANGING IT ON THE DOOR KNOB AND GAVE A POINT AND A VERBAL CUE.

(c) ADDED CUES

- E.G., WHEN HERBERT GOT FIVE MORE CONSECUTIVE DAYS OF CORRECT TOOL BELT RESPONSES, THE TEACHER FADED THE VERBAL TO JUST A POINT... LATER HE FADED IT TO NO CUES OR PROMPTS.

- IN ALL CASES, THE GOAL IS TO LEAVE THE STUDENT WITH A TASK STIMULUS THAT APPROACHES OR APPROXIMATES THE TASK STIMULUS AS IT WOULD BE FOUND IN THE NATURAL ENVIRONMENT.

- E.G., NOW HERBERT HAS LEARNED TO PICK UP HIS TOOL BELT FROM THE STORAGE AREA WHEN THE BELL RINGS AND AS HE LEAVES THE ROOM WITHOUT ANY ASSISTS FROM THE TEACHER. HE HAS ALSO RECEIVED ENOUGH REINFORCEMENT AND POSITIVE FEEDBACK FROM HIS INDUSTRIAL ARTS TEACHER FOR REMEMBERING TO BRING HIS TOOLS THAT HE RARELY FORGETS.

7.2.1.4 THE LAST MAJOR ANTECEDENT COMPONENT IS THE TEACHER'S DIRECTION TO THE STUDENT TO GIVE OR EMIT THE CORRECT ACADEMIC OR SOCIAL RESPONSE IN THE PRESENCE OF THE TASK STIMULUS

- E.G., WHEN THE TEACHER GAVE THE DIRECTION TO START THEIR WORK ("OKAY, LET'S GET STARTED ON OUR WORK"), HALF THE STUDENTS WOULD START TALKING TO ONE ANOTHER RATHER THAN GETTING TO WORK. THE TEACHER STARTED REINFORCING THOSE STUDENTS WHO DID GET TO WORK WITHIN FIVE SECONDS OFTHE DIRECTION. NOW MOST OF THE STUDENTS GET RIGHT TO WORK AFTER THE DIRECTION IS GIVEN.

7.2.2 ONE OF THE MOST POWERFUL INSTRUCTIONAL COMPONENTS IS THE KIND OF FEEDBACK THE TEACHER GIVES TO STUDENT RESPONSES AND BEHAVIORS.

7.2.2.1 WHEN THE STUDENT DISPLAYS AN INCORRECT RESPONSE, THE TEACHER SHOULD FIRST ANALYZE THE RESPONSE TO DETERMINE THE TYPE OF ERROR.

- ERRORS MIGHT BE THE RESULT OF UNLEARNED PREREQUISITE SKILLS, UNLEARNED CONCEPT RULES, LEARNED WRONG RULES, OR COMPLIANCE PROBLEMS. EACH OF THESE ERROR TYPES REQUIRES A DIFFERENT REMEDIAL APPROACH.

7.2.2.2 WHEN THE STUDENT DISPLAYS A CORRECT RESPONSE, AND DEPENDING UPON THE PHASE OF LEARNING, TEACHER FEEDBACK SHOULD BE AS NATURAL, FUNCTIONAL, AND MEANINGFUL AS POSSIBLE. AGAIN, LET'S REVIEW THE GENERAL GUIDELINES FOR GIVING FEEDBACK AT THE DIFFERENT LEARNING PHASES.

- DURING ACQUISITION, FREQUENT AND IMMEDIATE POSITIVE FEEDBACK AND REINFORCEMENT SHOULD BE PROVIDED. TEACHER PRAISE IS USEFUL AND POWERFUL, BUT IT MUST BE SPECIFIC AND INFORMATIVE. VERBAL PRAISE THAT FUNCTIONS AS FILLER AND DOES NOT

COMMUNICATE INFORMATION WILL BE INEFFECTIVE AND CAUSE FUTURE USES OF PRAISE TO BE SIMILARLY INEFFECTUAL. AS ACQUISITION CRITERIA ARE MET, THE FEEDBACK SHOULD BECOME LESS FREQUENT AND DELAYED.

- DURING PROFICIENCY OR FLUENCY, THE GOAL IS TO INCREASE THE STUDENT'S RATE OF CORRECT RESPONDING TO RATES COMPARABLE TO THE NATURAL ENVIRONMENT OR TO THE DEMANDS OF THE TASK. THIS IS ACHIEVED BY SYSTEMATICALLY PROVIDING FEEDBACK FOR APPROXIMATIONS TO THE DESIRED RATE. THE FOCUS HERE IS ON PROVIDING POSITIVE REINFORCEMENT.
  - NOTE: "REINFORCEMENT RATES COMPARABLE TO THE NATURAL ENVIRONMENT" ARE USUALLY VERY LOW OR INFREQUENT. IF YOU THINK ABOUT THE FREQUENCY WITH WHICH WE RECEIVE POSITIVE FEEDBACK OR REINFORCEMENT FROM OUR SOCIAL ENVIRONMENTS, IT'S NOT VERY OFTEN. THIS IS THE ENVIRONMENT IN WHICH THE HANDICAPPED ADOLESCENT MUST BECOME PROFICIENT AND SUCCESSFUL. SINCE IT IS UNLIKELY THAT THE SOCIAL ENVIRONMENT WILL MAKE SIGNIFICANT AND LONG-LASTING ACCOMMODATIONS, THE STUDENT WILL NEED TO ACQUIRE THE NECESSARY SURVIVAL SKILLS TO "MAKE IT."
  - E.G., IRENE IS TAUGHT TO ATTEND SCHOOL AND HER VOCATIONAL PRACTICUM ON TIME AND ON A REGULAR BASIS. SHE HAS BEEN GIVEN A MONETARY REWARD FOR EACH DAY THAT SHE IS ON TIME TO CLASS AND PRACTICUM. UNFORTUNATELY, THE REAL WORK WORLD DOES NOT PAY FOR ATTENDANCE ON THAT KIND OF DAILY SCHEDULE. IRENE WILL PROBABLY FAIL AT HER FIRST REAL JOB, IF HER TRAINING DOES NOT INCLUDE A FADING OF THE ARTIFICIAL REINFORCEMENT SCHEDULE.
- DURING MAINTENANCE, TEACHER FEEDBACK SHOULD BE PRESENTED ON A PROGRESSIVELY MORE INTERMITTENT BASIS. AGAIN, THE GOAL IS FOR THE FEEDBACK SCHEDULES TO APPROXIMATE THOSE OF THE NATURAL ENVIRONMENT.
  - E.G., DONALD HAS LEARNED HIS AMERICAN STANDARD TO METRIC CONVERSIONS BY BEING GIVEN POSITIVE TEACHER FEEDBACK FOR EVERY CORRECT CONVERSION HE MAKES. HE HAS BECOME DEPENDENT ON THIS LEVEL OF FEEDBACK, AND SHOULD IT BE SUDDENLY DISCONTINUED, IT IS VERY LIKELY THAT HIS METRIC CONVERSION SKILLS WILL ALSO DISCONTINUE OR DECLINE IN TIME.
- DURING GENERALIZATION, THE FEEDBACK SHOULD ALSO BE MADE AVAILABLE ON MORE INTERMITTENT BASES IN THE PRESENCE OF VARIED STIMULUS CONDITIONS. THESE STIMULUS OR SETTING CONDITIONS SHOULD APPROXIMATE THOSE OF THE NATURAL ENVIRONMENT. THE GOAL IS TO INCREASE THE LIKELIHOOD THAT FAMILIAR FEEDBACK SCHEDULES AND SETTING CONDITIONS WILL PROMOTE THE TRANSFER OF THE LEARNED BEHAVIOR.
  - E.G., ELTON HAS SUCCEEDED IN LEARNING HOW TO CONSTRUCT SIMPLE DESKS USING THE POWER EQUIPMENT AVAILABLE IN THE SCHOOL SHOP AND WITH THE ASSISTANCE OF THE MASTER CARPENTER WHO RUNS THE SHOP. NOW, ELTON MUST LEARN TO CONSTRUCT THE SAME QUALITY OF DESKS WITH DIFFERENT POWER TOOLS AND UNDER THE SUPERVISION OF DIFFERENT BOSSES. HIS TEACHER HAS ARRANGED FOR ELTON'S CURRENT SHOP TEACHER TO TAKE HIM TO A LOCAL CABINET SHOP AND TO LET HIM WORK WITH A DIFFERENT SET OF TOOLS AND WITH DIFFERENT PEOPLE AROUND. THIS TYPE OF VARIED WORK EXPERIENCE WILL INCREASE ELTON'S CHANCES OF BEING SUCCESSFUL WHEN HE MUST WORK INDEPENDENTLY.
- DURING ADAPTATION, THE TEACHER'S JOB IS TO PROVIDE INFORMATIVE FEEDBACK AND POSITIVE FEEDBACK WHEN STUDENTS MODIFY THEIR BEHAVIORS IN RESPONSE TO VARIATIONS IN TASK STIMULUS CONDITIONS. THE BEST STRATEGY IS TO TEACH THE GENERAL CASE AND THE RULES ASSOCIATED WITH THE GENERAL CASE. THEN VARIATIONS OR EXCEPTIONS TO THE GENERAL CASE SHOULD BE PRESENTED THAT REQUIRE THE STUDENT TO ADAPT OR ADJUST PREVIOUSLY LEARNED RULES TO THE NEW STIMULUS CONDITIONS. THIS APPROACH REQUIRES TEACHING THE STUDENT ANALYSIS AND SOLUTION STRATEGIES.
  - E.G., FRANK HAS LEARNED TO FIX SMALL

LAWN MOWER ENGINES AND HE HAS BECOME QUITE GOOD AT IT. NOW FRANK'S TEACHER PRESENTS HIM WITH DIFFERENT KINDS OF ENGINES (E.G., GAS GENERATORS, MOTOR SCOOTERS, ETC.) TO SEE IF HE CAN ADAPT HIS SKILLS TO NEW SITUATIONS.

7.3 IN PART 2, WE HAVE DISCUSSED A NUMBER OF TOPICS WHICH ARE IMPORTANT TO INSTRUCTIONAL PROGRAMMING FOR HANDICAPPED ADOLESCENTS.

7.3.1 WE TALKED ABOUT BEHAVIORAL OBJECTIVES.

7.3.1.1 WHY ARE THEY IMPORTANT?

7.3.1.2 THREE DIFFERENT KINDS OF PERFORMANCE OBJECTIVES.

7.3.1.3 THE FOUR ESSENTIAL COMPONENTS OF A COMPLETE BEHAVIORAL OBJECTIVE.

7.3.1.4 HOW TO SELECT ACADEMIC AND SOCIAL BEHAVIORS FOR OBJECTIVES.

7.3.1.5 WE PRACTICED DEVELOPING AND WRITING OBJECTIVES.

7.3.1.6 WE DISCUSSED WAYS OF ADJUSTING OR MODIFYING BEHAVIORAL OBJECTIVES.

7.3.1.7 AND WE PRACTICED WRITING OBJECTIVES USING A STANDARD FORMAT.

7.3.2 WE DISCUSSED THE USE OF TASK ANALYSIS IN INSTRUCTIONAL PROGRAMMING.

7.3.2.1 TASK ANALYSIS AS A PRODUCT AND A PROCESS.

7.3.2.2 THREE WAYS TO PERFORM A TASK ANALYSIS.

7.3.3 WE DISCUSSED CONSIDERATIONS IN MANIPULATING INSTRUCTION WHEN TEACHING NEW BEHAVIORS OR SKILLS TO STUDENTS.

7.3.3.1 WE IDENTIFIED THREE BASIC INSTRUCTIONAL ELEMENTS IN TEACHING NEW SKILLS.

7.3.3.2 WE LOOKED AT THE "ANTECEDENT-RESPONSE-CONSEQUENCE" INSTRUCTIONAL UNIT IN GREATER DETAIL BY LOOKING AT FACTORS WHICH AFFECT THE STUDENT'S ACADEMIC ENGAGEMENT TIME.

7.4 IN THE NEXT SECTION WE WILL DISCUSS STRATEGIES FOR MANAGING LESSONS AND BEHAVIORS DURING INSTRUCTION. WE WILL DISCUSS:

7.4.1 ACADEMIC ENGAGEMENT TIME.

7.4.2 GETTING AND MAINTAINING STUDENT ATTENTION TO TASK.

7.4.3 DEALING WITH INSTRUCTIONAL TRANSITIONS.

7.4.4 MANAGING INDEPENDENT SEATWORK.

8.0 ACADEMIC ENGAGEMENT TIME

8.1 STUDENTS LEARN TO BE ACTIVELY INTERACTING WITH INSTRUCTIONAL MATERIALS AND LEARNING OPPORTUNITIES... FOR BOTH ACADEMIC AND SOCIAL BEHAVIORS.

8.1.2 WHEN QUALITY ACADEMIC ENGAGEMENT TIME IS OCCURRING, OPPORTUNITIES FOR MISBEHAVIOR ARE SIGNIFICANTLY REDUCED.

8.1.2.1 THE FOCUS IS ON PREVENTION.

- E.G., IF STEWART IS WORKING ON A MOTIVATING, CHALLENGING, AND INTERESTING INSTRUCTIONAL ACTIVITY... AND IS SUCCESSFULLY MAKING PROGRESS, HE IS LESS LIKELY TO GO OFF-TASK BY ENGAGING IN DISRUPTIVE BEHAVIORS WHICH REQUIRE TEACHER ATTENTION AWAY FROM TEACHING.

THUS, THE DEVELOPMENT AND MAINTENANCE OF GOOD STUDENT ENGAGEMENT WITH INSTRUCTIONAL MATERIALS IS A VERY IMPORTANT PART OF TEACHING.

8.1.2 ENGAGEMENT TIME IS AFFECTED BY A NUMBER OF FACTORS (DISPLAY T-8.1.2):

8.1.2.1 THE NATURE OF THE INSTRUCTIONAL TASK OR ACTIVITY.

- E.G., IF THE TASK IS NOT AT THE STUDENT'S PERFORMANCE LEVEL, NOT CHALLENGING OR INTERESTING, NOT UNDERSTOOD, ETC., THE STUDENT IS NOT GOING TO STAY ON THE INSTRUCTIONAL TASK... AND INSTEAD WILL GO OFF-TASK.

8.1.2.2 THE EFFICIENCY OF TRANSITIONS BETWEEN INSTRUCTIONAL ACTIVITIES.

- I.E., HOW EFFICIENT OR SMOOTH CHANGES ARE MADE BETWEEN INSTRUCTIONAL UNITS OR ACTIVITIES.

- E.G., WHEN MR. NELSON SWITCHES FROM

ENGLISH TO MATH LESSONS, HE SHARPENS HIS PENCILS, READS THE MORNING ANNOUNCEMENTS, AND FRESHENS UP HIS CUP OF COFFEE. WHILE HE'S DOING THESE THINGS, HIS STUDENTS ARE TRADING CIGARETTES, TALKING ABOUT THE LATEST MOVIES THEY'VE SEEN, AND PUSHING AND SHOVING ONE ANOTHER. WHEN MR. NELSON HAS TO START THE MATH LESSON, IT TAKES HIM FOUR OR FIVE MINUTES TO GET THE STUDENTS' ATTENTION AND TO GET THEM INTO THEIR SEATS. MR. NELSON NEEDS TO WORK ON SHORTENING THE TRANSITION BETWEEN LESSONS, AND REMOVING OPPORTUNITIES FOR THE STUDENTS TO BE DISTRACTED.

8.1.2.3 THE TEACHER'S ABILITY TO TEACH AND MAINTAIN STUDENT ATTENDING BEHAVIORS.

- I.E., HOW EFFECTIVE THE TEACHER AND THE INSTRUCTIONAL MATERIAL ARE IN KEEPING THE STUDENT'S ATTENTION ON THE LEARNING ACTIVITY OR TASK.

  - E.G., MANY OF THE STUDENTS IN MR. RUTHERFORD'S SHOP CLASS FAIL TO FOLLOW DIRECTIONS CORRECTLY BECAUSE THEY ARE NOT LISTENING. MR. RUTHERFORD NEEDS TO WORK ON GETTING HIS STUDENTS' ATTENTION AND MAINTAINING IT.

8.1.2.4 THE CLASSROOM AND BEHAVIOR MANAGEMENT SKILLS OF THE TEACHER.

- I.E., HOW ORGANIZED AND CONSISTENT THE TEACHER IS IN SCHEDULING DAILY ACTIVITIES, IN MANAGING DISRUPTIVE BEHAVIORS, IN REINFORCING APPROPRIATE BEHAVIORS, ETC.

  - E.G., MR. NELSON HAS DEVELOPED A COMPREHENSIVE TOKEN SYSTEM THAT ALLOWS HIM TO REWARD APPROPRIATE BEHAVIORS AND DECREASE UNDESIRABLE BEHAVIORS. HE'S ALSO VERY CAREFUL TO SCHEDULE HIGH INTEREST ACTIVITIES SO THAT THEY FOLLOW LOW INTEREST LESSONS.

9.0 SECURING AND MAINTAINING STUDENT ATTENTION TO TASK

9.1 AS INDICATED PREVIOUSLY, STUDENT MISBEHAVIOR AND FAILURE TO LEARN STARTS WHEN STUDENTS ARE BORED OR HAVE EXPERIENCED REPEATED ACADEMIC AND SOCIAL FAILURES. OFTEN THE RESULT OF THESE PROBLEMS IS A STUDENT WHO IS INATTENTIVE.

9.1.1 TO GET A LESSON STARTED ON THE RIGHT TRACK, TEACHERS MUST SECURE THEIR STUDENTS' ATTENTION AT THE VERY BEGINNING OF THE LESSON OR INSTRUCTIONAL ACTIVITY. THIS CAN BE ACCOMPLISHED BY USING THE FOLLOWING GUIDELINES.

9.1.1.2 BE SURE TO SECURE EACH STUDENT'S ATTENTION AT THE BEGINNING OF EVERY LESSON.

- I.E., WITHOUT GAINING THE STUDENT'S ATTENTION AT THE VERY BEGINNING OF A LESSON OR INSTRUCTIONAL UNIT, DIRECTIONS CANNOT BE FOLLOWED ACCURATELY AND INSTRUCTIONAL INFORMATION CANNOT BE LEARNED OR PRACTICED.

9.1.1.3 A FUNCTIONAL AND UNOBTRUSIVE ATTENTION SIGNAL SHOULD BE TAUGHT.

- THIS SIGNAL MAY TAKE THE FORM OF A VERBAL CUE, SUCH AS "OKAY, LET'S GET STARTED," "EVERYONE LOOK UP HERE," "DOES EVERYONE HAVE THEIR MATERIALS," ETC.

- OR A PHYSICAL PROMPT, SUCH AS TURNING ON AN OVERHEAD, OPENING UP A BOOK, WRITING ON THE CHALKBOARD, STANDING OR SITTING IN A SPECIFIC SPOT IN THE CLASSROOM.

- OR A ROUTINE CLASSROOM CUE, SUCH AS A BUZZER INDICATING THE BEGINNING OF CLASS, A BELL TIMER, OR A SPECIFIC TIME OF DAY (CLOCK).

- THE CHOSEN CUE OR SIGNAL SHOULD BE AS "NATURAL" AS POSSIBLE... "NATURAL" MEANS SOMETHING THAT THE STUDENT IS LIKELY TO ENCOUNTER OR BE ACCOUNTABLE TO IN A LESS RESTRICTIVE SETTING.

  - E.G., A TEACHER HAS TAUGHT RANDALL TO LISTEN FOR INSTRUCTIONS BY RINGING A SMALL BELL THAT SHE KEEPS ON HER KEY RING. SO WHENEVER RANDALL HEARS THE BELL, HE KNOWS THAT HE SHOULD LOOK UP AT THE TEACHER AND LISTEN. UNFORTUNATELY, THIS BELL "CUE" OR PROMPT IS UNNATURAL IN THAT IT IS NOT PART OF ANY OTHER INSTRUCTIONAL SETTING IN WHICH RANDALL IS REQUIRED TO FUNCTION. SO, WHEN RANDALL IS IN OTHER INSTRUCTIONAL SETTINGS, HE FAILS TO HEAR THE TEACHER'S DIRECTIONS OR INSTRUCTIONS. THE FIRST TEACHER SHOULD HAVE USED A MORE NATURAL OR COMMON ATTENTION CUE.

9.1.1.4 TEACHERS SHOULD ACKNOWLEDGE ATTENTION BRIEFLY AND IN A NON-DISRUPTIVE MANNER. THIS MAY TAKE THE FORM OF EYE CONTACT, BEGINNING THE LESSON, OR SELECTING AN ATTENTIVE STUDENT TO START.

- E.G., WHEN EVERY STUDENT IN HIS SMALL SOCIAL STUDIES GROUP BEGINS A LESSON ON TIME AND ACCURATELY, THE TEACHER GIVES OUT CREDITS FOR PURCHASING CIGARETTES AND OTHER SMALL PERSONAL ITEMS FROM THE SCHOOL STORE. AT FIRST, THE TEACHER HAD TO GIVE OUT A LOT OF CREDITS TO GET ALL STUDENTS ATTENDING, BUT OVER TIME, HE IS ABLE TO FADE THE CREDIT SYSTEM AS THE ACADEMIC PROGRESS EXPERIENCED BY EACH STUDENT BECOMES MORE REINFORCING OR MOTIVATING.

9.1.1.5 AFTER ALL STUDENTS ARE ATTENDING, THE TEACHER SHOULD FOLLOW IMMEDIATELY WITH ADVANCED ORGANIZERS WHICH TELL THE STUDENT WHAT WILL BE COVERED IN THE LESSON AND WHAT WILL HAPPEN FIRST.

- E.G., AFTER HE HAS SECURED PATRICK'S AND KEN'S ATTENTION, THE TEACHER ACKNOWLEDGES THEIR ATTENTION AND THEN FOLLOWS UP IMMEDIATELY WITH A BRIEF STATEMENT ABOUT WHAT THE DAY'S LESSON WILL BE ABOUT AND WHAT THE REQUIREMENTS FOR COMPLETION WILL CONSIST OF. NOW THE STUDENTS WILL HAVE SOME CONTEXT FOR UNDERSTANDING THE LESSON TO BE PRESENTED.

9.1.2 ONE OF THE BIGGEST CHALLENGES FACED BY TEACHERS IS MAINTAINING STUDENT ATTENTION DURING A LESSON.

- E.G., IF THE LESSON IS DRY AND MONOTONOUS, A STUDENT MAY BE EASILY DISTRACTED BY THE ACTIVITIES OF OTHER STUDENTS OR BY SOME OTHER MORE REINFORCING STIMULUS AROUND HIM, SUCH AS, DOODLING ON THE DESK, ETC.

9.1.2.1 ONE CRITICAL VARIABLE THAT AFFECTS HOW SUCCESSFUL A TEACHER IS AT MAINTAINING STUDENT ATTENTION TO TASK IS THE TEACHER'S INSTRUCTIONAL MOMENTUM OR PACING.

- TEACHERS WHO ARE EFFECTIVE AT MANAGING INSTRUCTIONAL MOMENTUM OR MOVEMENT MAINTAIN A GOOD BRISK PACE.

- I.E., THEY FACILITATE SMOOTH TRANSITIONS BETWEEN AND DURING LESSONS BY MAINTAININC A RAPID AND SMOOTH "PACE" IN THEIR PRESENTATION OF MATERIAL, DIRECTIONS, AND ADVANCED ORGANIZERS.

- TEACHERS WHO HAVE ATTENTIVE STUDENTS ALSO EVALUATE THE AMOUNT OF STUDENT ATTENTION PRESENT DURING A LESSON ON A CONTINUOUS BASIS.

- THIS TYPE OF TEACHER SCANS THE INSTRUCTIONAL SETTING ON A RANDOM BUT REGULAR BASIS.

- THEY PRESENT REINFORCING OR ACKNOWLEDGING FEEDBACK TO STUDENTS WHO ARE ATTENTIVE, AND THEY CUE INATTENTIVE STUDENTS BACK TO TASK QUICKLY WITHOUT DISRUPTING THE MOMENTUM OF A LESSON.

- TEACHERS WHO ARE GOOD MOVEMENT MANAGERS ALSO KNOW THEIR LESSON PLANS THOROUGHLY AND KEEP TO THEM.

- I.E., TEACHERS WHO ARE "LESSON PLAN DEPENDENT" OR WHO CONTINUALLY MAKE CHANGES DURING A LESSON TEND TO BE LESS EFFECTIVE AT MAINTAINING STUDENT ATTENTION DURING A LESSON.

9.1.2.2 MANY TEACHERS ARE UNABLE TO OPERATE EFFECTIVE LESSONS BECAUSE THEY DO NOT LOOK FOR AND CHANGE WHEN THERE ARE INDICATIONS OF MOVEMENT OR MOMENTUM PROBLEMS (DISPLAY T-9.1.2.2).

- ONE TYPE OF MOVEMENT PROBLEM IS JERKINESS.

- JERKINESS IS CHARACTERIZED BY LESSONS THAT ARE INTRODUCED OR BEGUN WITHOUT THE STUDENTS BEING PREPARED (I.E., INSTRUCTIONAL "THRUSTS").

- IT CAN ALSO BE SEEN IN LESSONS IN WHICH ONE ACTIVITY IS LEFT UNFINISHED, ANOTHER ACTIVITY IS BEGUN, AND FINALLY, THE TEACHER RETURNS TO THE FIRST ACTIVITY (I.E., INSTRUCTIONAL "DANGLES").

- SOME LESSONS HAVE ACTIVITIES WHICH ARE DISCONTINUED AND NEVER RETURNED TO FOR COMPLETION (I.E., INSTRUCTIONAL "TRUNCATIONS").

- JERKINESS ALSO RESULTS WHEN THE TEACHER RETURNS TO AN ACTIVITY WHICH WAS ALREADY COMPLETED AFTER HAVING STARTED A SECOND

ACTIVITY (I.E., INSTRUCTIONAL "FLIP-FLOPS").

- A SECOND TYPE OF INSTRUCTIONAL MOVEMENT PROBLEM IS CALLED A SLOWDOWN. THESE PROBLEMS OCCUR WHEN TIME IS WASTED BETWEEN ACTIVITIES WITHIN A LESSON.
  - E.G., THE TEACHER IS PRESENTING DIFFERENT ROAD SIGNS FOR THE STUDENT TO IDENTIFY AND DEFINE. IN THE MIDDLE OF THIS PRESENTATION, HE STOPS AND BEGINS TELLING A STORY ABOUT A RECENT TRAFFIC MISHAP THAT HE HAD WITNESSED. THE STUDENT AND THE TEACHER HAVE BECOME ENGROSSED IN THE STORY AND HAVE LOST INSTRUCTIONAL MOMENTUM OR GAINS THAT WERE ACHIEVED EARLIER.
- OVERDWELLINGS ARE A THIRD TYPE OF MOMENTUM PROBLEM. THESE OCCUR WHEN TOO MUCH TIME IS SPENT ON DIRECTIONS AND EXPLANATIONS. THIS IS SOMETIMES CALLED "NAGGING."
  - E.G., THE TEACHER HAS STARTED A LESSON ON PREPARING A GROCERY LIST FOR A SPECIAL BIRTHDAY PARTY; BUT BEFORE THE PAPER AND PENCILS ARE DISTRIBUTED, THE TEACHER DISCUSSES THE PROS AND CONS OF PREPARING A LIST, OF HAVING THE BIRTHDAY PARTY AT SCHOOL, OF ALL THE CLEAN-UP RESPONSIBILITIES, ETC. AFTER FIVE MINUTES OF THIS DISPLAY, THE STUDENTS HAVE FORGOTTEN THE LESSON OR HAVE LOST ALL INTEREST IN COMPLETING THE TASK.
- THE FOURTH TYPE OF MOVEMENT PROBLEM IS CALLED A FRAGMENTATION PROBLEM. THIS IS A BREAKING DOWN OF AN ACTIVITY INTO TOO MANY PARTS OR STEPS, I.E., THAT DO NOT MATCH THE LEARNING RATES OF THE STUDENT.
  - E.G., A TEACHER IS TEACHING SOME STUDENTS HOW TO CHANGE A TIRE ON A CAR. HE BEGINS THE LESSON BY HAVING EACH STUDENT NAME AND LOCATE EACH WHEEL ON THE CAR (I.E., FRONT-RIGHT, REAR-LEFT, ETC.), BY HAVING EACH STUDENT NAME AND LOCATE EACH TOOL REQUIRED, BY HAVING EACH STUDENT REMOVE AND REPLACE A HUBCAP... ETC. BY THE TIME THE STUDENTS ACTUALLY GET TO REMOVING AND REPLACING A WHEEL, THEY ARE BORED AND UNINTERESTED IN THE LESSON.

68 9.1.2.3 SO HOW DOES THE TEACHER MAINTAIN CONTINUITY IN A LESSON? A NUMBER OF FACTORS SHOULD BE KEPT IN MIND.

- TEACHERS SHOULD KNOW THEIR LESSONS, AND AVOID BEING MANUAL DEPENDENT.
  - I.E., TOO MANY SLOWDOWNS AND JERKINESS PROBLEMS OCCUR WHEN THE TEACHER MUST CONTINUOUSLY CONSULT A LESSON PLAN OR INSTRUCTOR'S MANUAL.
- TEACHERS SHOULD BE PREPARED WITH ALL MATERIALS AND SUPPLIES NEEDED TO START AND FINISH A LESSON.
  - I.E., TEACHERS WHO AREN'T PREPARED AHEAD OF TIME SPEND A GOOD PORTION OF THE STUDENT'S POTENTIAL LEARNING TIME COLLECTING ALL THE MATERIALS REQUIRED TO DO THE LESSON.
- ALL MINOR INFRACTIONS SHOULD BE STOPPED IMMEDIATELY AND QUICKLY WITH UNOBTRUSIVE TYPES OF INTERVENTIONS.
  - E.G., A QUICK EYE CONTACT, OR THE PRESENTATION OF A LESSON QUESTION OR RULE CUE, WITHOUT BREAKING THE MOMENTUM OF A LESSON MAY BE ALL THAT IS NECESSARY TO STOP INATTENTIVENESS AND REGAIN INSTRUCTIONAL ATTENTIVENESS.
  - I.E., LENGTHY INTERACTIONS (E.G., ARGUMENTS OR DISCUSSIONS) AROUND INAPPROPRIATE BEHAVIORS FREQUENTLY ACHIEVE WHAT THE STUDENT WANTS (E.G. STOPPING AN UNINTERESTING LESSON) AND CREATING WHAT THE TEACHER DOES NOT WANT (E.G., REDUCED INSTRUCTIONAL TIME).
- TEACHERS SHOULD GIVE BRISK AND REGULAR ATTENTION SIGNALS TO STUDENTS WHO ARE BRIEFLY OFF-TASK.
  - I.E., AS MENTIONED PREVIOUSLY, THE CUE OR ATTENTION-SECURING SIGNAL SHOULD BE APPARENT BUT NOT DISRUPTIVE TO THE MOMENTUM OF THE LESSON OR TO THE STUDENT OR TEACHER.

9.1.2.4 ANOTHER STRATEGY FOR MAINTAINING STUDENT ATTENTION IS TO MAKE THE STUDENTS ACCOUNTABLE TO THE ACTIVITIES OF THE LESSON. THIS CAN BE ACCOMPLISHED IN A NUMBER OF WAYS. 69

- ASK QUESTIONS RANDOMLY SO THAT EACH STUDENT IS REQUIRED TO RESPOND TO A TEACHER QUESTION.

  - E.G., IF MONTY CANNOT PREDICT WHEN HE WILL BE ASKED A QUESTION, HE IS LESS LIKELY TO BE INATTENTIVE.

- ASK OTHER STUDENTS TO REPEAT OR REPHRASE QUESTIONS, ANSWERS, AND/OR STATEMENTS.

  - E.G., SIMILARLY, NORMAN IS MORE LIKELY TO LISTEN TO WHAT IS GOING ON IF HE KNOWS THAT HE MIGHT BE ASKED TO REPHRASE AN ANSWER OR QUESTION GIVEN BY ANOTHER STUDENT OR THE TEACHER.

- USE ACCOUNTABILITY STRATEGIES REGULARLY, AND THEN INTERMITTENTLY AS STUDENT ATTENTION IS MAINTAINED FOR LONGER PERIODS OF TIME.

  - I.E., THE MORE IRREGULARLY AND INTERMITTENTLY ACCOUNTABILITY STRATEGIES ARE APPLIED, THE LESS PREDICTABLE THEY ARE TO STUDENTS... WHO ARE THEN FORCED TO STAY ATTENTIVE... AND BE SUCCESSFUL IN THE LESSON.

- IT IS IMPORTANT TO REMEMBER THAT ACCOUNTABILITY STRATEGIES ARE NOT TRICKS OR PUNISHMENT FOR INATTENTIVENESS... THEY ARE CUES FOR GETTING ON-TASK OR FOR BEING ATTENTIVE.

  - THE TEACHER WOULD FREQUENTLY CALL ON PETER WHEN HE WAS OFF-TASK AND WOULD PRESENT A LENGTHY LECTURE ON HOW HE WAS ONLY HURTING HIMSELF BY NOT LISTENING. THE RESULT WAS PETER GOING OFF-TASK MORE OFTEN... AND LESS TEACHING OCCURRING.

- IN SUM, UNPREDICTABLE QUESTIONING OR REQUESTING BY THE TEACHER IS MORE LIKELY TO MAINTAIN STUDENT BEHAVIOR IN AN INSTRUCTIONAL TASK LONGER.

9.1.2.5 CHANGING YOUR PACE DURING A LESSON PRESENTATION IS A USEFUL STRATEGY FOR RETAINING STUDENT ATTENTION.

  - E.G., WHEN THE TEACHER CHANGES HIS PRESENTATION PACE, THOMAS NOTICES THE DIFFERENCE AND HAS LEARNED THAT THE LESSON IS CHANGING. BEFORE THE TEACHER USED THIS STRATEGY, THOMAS USED TO BECOME SO BORED AND INATTENTIVE THAT HE OFTEN FAILED TO HEAR HIS NAME BEING CALLED. NOW THE SLIGHT PACE CHANGES KEEP HIM ON-TASK LONGER AND MORE OFTEN.

- THIS SHOULD BE DONE IN A MANNER THAT DOES NOT AFFECT THE OVERALL MOMENTUM OF THE LESSON, AND

- THAT DOES NOT DISRUPT SUSTAINED STUDENT ATTENTION.

  - E.G., IF THE PACE OF MOMENTUM CHANGE IS TOO ABRUPT, IT MAY BREAK THE LESSON CONTINUITY OR DISTRACT THE STUDENTS FROM THE INSTRUCTIONAL ACTIVITY.

- REVIEW MOMENTUM PROBLEMS DISCUSSED EARLIER.

9.1.2.6 TEACHERS SHOULD BE CONTINUALLY ON THE WATCH FOR SATIATION PROBLEMS.

- SATIATION OCCURS WHEN A STUDENT GETS TOO MUCH OF SOMETHING, AND IT RESULTS IN A CHANGE IN THEIR BEHAVIOR... USUALLY, LOSS OF ATTENTION, OR INCREASE IN DISRUPTIVE OR OFF-TASK BEHAVIORS.

  - E.G., LONNIE'S TEACHER LIKES TO PRESENT THE SAME TYPE OF MATH PROBLEM OVER AND OVER AGAIN IN ORDER TO INCREASE THE PRACTICE OPPORTUNITIES FOR HIS STUDENTS. UNFORTUNATELY, LONNIE CAN DO THE PROBLEMS ACCURATELY AND DOES NOT NEED THE ADDITIONAL EXPOSURE, SO HE GOES OFF-TASK BY TALKING WITH HIS NEIGHBOR WHEN HE GETS BORED.

- SATIATION PROBLEMS CAN BE REDUCED AND/OR AVOIDED BY REINFORCING "PROGRESS"... THAT IS, EACH STUDENT SHOULD BE GIVEN FEEDBACK OR OPPORTUNITIES TO EXPERIENCE PROGRESS OR GROWTH.

  - E.G., MORRIS USED TO GET SATIATED WITH A LESSON WHEN HIS TEACHER TOLD HIM THAT HE HAD SUCCESSFULLY LEARNED A CONCEPT OR SKILL. THE TEACHER NOW TELLS MORRIS THAT HE IS LEARNING MORE AND MORE EACH DAY AND THAT HE IS RAPIDLY MOVING THROUGH THE CURRICULUM. MORRIS WORKS MORE BECAUSE HE HAS SOMETHING TO WORK TOWARD.

- THE TEACHER CAN ALSO OFFER CHALLENGES IN A LESSON THAT "MOTIVATES" OR DRAWS A STUDENT

INTO A LESSON.

- E.G., ANTHONY IS LEARNING ABOUT COMPUTER PROGRAMMING. THE TEACHER KEEPS HIM INTERESTED IN LEARNING BETTER AND MORE BY PRESENTING HIM WITH REAL-LIFE PROBLEM SITUATIONS FOR HIM TO SOLVE. ANTHONY FEELS LIKE HE IS COMPETING WITH REAL EXPERTS.

- TEACHERS SHOULD ALSO ATTEMPT TO PROGRAM IN AS MUCH VARIETY OR CHANGE IN A LESSON WITHOUT AFFECTING THE MOMENTUM OF A LESSON.

- E.G., MARTHA IS LEARNING HOW TO READ A CITY MAP. TO MAKE THE LESSON INTERESTING, THE TEACHER CHANGES ACTIVITIES FROM RELIEF TO TOPOGRAPHICAL MAPS, FROM WILDERNESS TO CITY MAPS... AND INCORPORATES TREASURE HUNTS, MISSING PERSON FINDS, AND OTHER GAMES INTO THE MAP READING SKILLS THAT MARTHA HAS TO LEARN.

10.0 TRANSITIONS BETWEEN ACTIVITIES

10.1 ONE OF THE MAJOR ANTECEDENTS TO MISBEHAVIOR IS POOR TRANSITIONS BETWEEN ACTIVITIES.

10.1.1 AND, GENERALLY SPEAKING, MOST TRANSITIONS BETWEEN LESSONS OR INSTRUCTIONAL ACTIVITIES ARE UNSTRUCTURED, DISTRACTING, AND DISORDERLY.

- E.G., WHEN MR. NIXON ENDS HIS LESSON, HE GIVES OUT POINTS TO EACH STUDENT. THE STUDENTS THEN HAVE FIVE MINUTES TO PREPARE FOR THEIR NEXT INSTRUCTIONAL ACTIVITY. UNFORTUNATELY, FIVE MINUTES IS TOO MUCH TRANSITION TIME BETWEEN LESSONS, AND MANY OF THE STUDENTS FILL THE TIME BY DISRUPTING OTHER CLASSES, SOCIALIZING IN THE HALLS, SMOKING CIGARETTES IN THE RESTROOMS, COPYING HOMEWORK FOR OTHER STUDENTS, ETC. WHEN IT IS TIME TO START THE NEXT LESSON, MR. NIXON FINDS THAT HE MUST FIND EACH STUDENT, STOP THEIR ACTIVITY, AND BRING THEM BACK TO THE NEXT LESSON. HIS FIVE MINUTE TRANSITIONS END UP TAKING TEN MINUTES.

10.1.2 ROUGH TRANSITIONS MAKE STARTING A LESSON MORE DIFFICULT.

10.1.2.1 POOR TRANSITIONS EAT UP ACADEMIC TIME.

10.1.2.2 POOR TRANSITIONS SET THE OCCASION FOR MISBEHAVIOR.

10.2 TEACHERS MUST BE PREPARED TO DEAL WITH A VARIETY OF TRANSITIONS DURING THE SCHOOL DAY. FOR EXAMPLE, (PAINE, 1983)

10.2.1 STUDENTS MAY STAY AT THEIR SEATS, WHILE THE SUBJECT CHANGES.

10.2.2 STUDENTS MAY MOVE FROM THEIR SEATS TO ANOTHER PART OF THE ROOM.

10.2.3 STUDENTS MAY MOVE FROM AN ACTIVITY AREA BACK TO THEIR SEATS.

10.2.4 STUDENTS MAY LEAVE THEIR ROOM TO GO TO ANOTHER PART OF THE SCHOOL BUILDING.

10.2.5 STUDENTS MAY RETURN TO THEIR ROOM FROM ANOTHER PART OF THE SCHOOL.

10.3 LIKE CLASSROOM BEHAVIOR RULES AND LIKE ATTENTION SIGNALS, TRANSITION PROCEDURES MUST BE TAUGHT. FREQUENTLY, STUDENTS ARE PUNISHED FOR DISRUPTIVE BEHAVIORS DURING TRANSITIONS... WHEN THE REAL CAUSE FOR THE PROBLEM IS THAT THE STUDENTS HAVE NOT LEARNED HOW TO TAKE TRANSITIONS EFFICIENTLY, AND THE TEACHER HAS NOT CONDUCTED TRANSITIONS IN A SYSTEMATIC AND CONSISTENT MANNER.

10.3.1 STUDENTS AND TEACHERS NEED RULES WHICH

10.3.1.1 LIMIT THE TIME TO MAKE TRANSITIONS.

- E.G., SIMPLE TRANSITIONS BETWEEN LESSONS OR INSTRUCTIONAL UNITS CAN BE COMPLETED IN LESS THAN A MINUTE... WITH PLENTY OF TIME FOR STUDENTS TO PREPARE FOR THE NEXT LESSON. LONGER TRANSITIONS MAY BE REQUIRED BETWEEN MAJOR ACADEMIC PERIODS, BUT THE TIME SHOULD BE SUFFICIENTLY LONG ENOUGH TO PREVENT STUDENTS FROM ENGAGING IN NON-FUNCTIONAL BEHAVIORS. TEACHERS CAN JUDGE THESE DURATIONS BY OBSERVING THE NUMBERS AND KINDS OF BEHAVIORS THAT ARE ENGAGED IN BY STUDENTS DURING TRANSITIONS.

10.3.1.2 PROVIDE OPPORTUNITIES FOR GETTING DRINKS, GOING TO THE BATHROOM, SHARPENING PENCILS, GETTING MATERIALS, PUTTING MATERIALS AWAY, ENGAGING IN BRIEF SOCIAL INTERACTIONS WITH PEERS, ETC.

- E.G., AGAIN, GORDON DOESN'T NEED TO GO

TO THE BATHROOM AT EVERY BREAK... NOR DOES HE NECESSARILY NEED TO TALK TO EVERY STUDENT AND TEACHER IN THE ROOM.

10.3.1.3 INDICATE PATHWAYS BETWEEN AREAS OF THE CLASSROOM OR BUILDING.

- E.G., MS. BOSTON FOUND THAT HER STUDENTS MOVED BETWEEN ACTIVITIES BY PASSING THROUGH THE COURTYARD ONTO WHICH ALL OTHER CLASSROOM WINDOWS FACED. UNAVOIDABLY, HER STUDENTS WOULD DISTRACT STUDENTS IN THE OTHER CLASSROOMS. LIKEWISE, SHE FOUND THAT WITHIN HER CLASSROOM, TRANSITION TRAFFIC PATTERNS BETWEEN LESSONS ALWAYS WENT BY THE INDEPENDENT STUDY CARRELS... AND THE TRAFFIC WOULD DRAW STUDENTS OFF-TASK. MS. BOSTON SOLVED THE COURTYARD PROBLEM BY DIRECTING HER STUDENTS TO WALK THROUGH A HALLWAY NEXT TO THE COURTYARD.

10.3.1.4. DISCRIMINATE BETWEEN QUIET ACTIVITY AREAS AND OTHER WORK AREAS AROUND THE INSTRUCTIONAL SETTING.

- E.G., IN HER CLASSROOM, MS. BOSTON SIMPLY HAD TO DESIGNATE SPECIFIC AREAS OF THE CLASSROOM AS SMALL GROUP, INDEPENDENT QUIET WORK, STORAGE, AND FREETIME AREAS AND TO ENFORCE RULES ABOUT WHEN AND HOW TO USE THESE AREAS. TRANSITIONS AROUND THESE AREAS GO MUCH SMOOTHER AND EFFICIENTLY NOW.

10.3.1.5 GUIDE APPROPRIATE BEHAVIORS WHILE ENGAGED IN TRANSITIONS.

- E.G., RATHER THAN WAITING FOR PROBLEMS TO OCCUR, MS. BOSTON FOUND THAT TRANSITIONS WENT SMOOTHER IF SHE ACKNOWLEDGED AND REINFORCED STUDENTS WHO ENGAGED IN EFFICIENT AND NON-DISRUPTIVE TRANSITIONS BETWEEN LESSONS OR PERIODS. THE STUDENTS NOW KNOW MORE ABOUT WHAT BEHAVIORS ARE EXPECTED OF THEM AND ARE EXPERIENCING MORE SUCCESSFUL LEARNING ACTIVITIES.

10.3.1.6 INDICATE CLEAR AND CONSISTENT CONSEQUENCES FOR RULE FOLLOWING AND BREAKING.

- E.G., AS INDICATED PREVIOUSLY, RULE FOLLOWING BEHAVIOR SHOULD BE REWARDED... BY SUCH THINGS AS GOING FIRST, EARNING FREETIME, GETTING THE FIRST CHOICE, ETC. SIMILARLY, RULE VIOLATIONS SHOULD HAVE CLEARLY STATED CONSEQUENCES. MS. BOSTON DECIDED THAT TEACHING TIME WAS HER TIME. ANY STUDENT WHO WAS READY AND WORKING BEFORE THE LESSON WAS OFFICIALLY STARTED COULD GAIN EXTRA FREETIME.

10.3.1.7 TEACHERS ALSO NEED RULES AND PROCEDURES THAT INDICATE TO THE STUDENT WHEN TRANSITIONS SHOULD BE INITIATED. FOR EXAMPLE,

- SOME TEACHERS WILL WAIT UNTIL ALL EYES ARE ON THEM BEFORE A CHANGE IS INITIATED OR A CUE TO MAKE A TRANSITION IS GIVEN.

- OTHER TEACHERS SUMMARIZE OR REVIEW THE LESSON/ACTIVITY WHICH PREPARES THE STUDENTS FOR A TRANSITION.

- THE KEY IS TO PROVIDE A PREDICTABLE AND CONSISTENT ADVANCED CUE TO INDICATE WHEN A LESSON IS COMPLETED AND TRANSITION DIRECTIONS WILL BE PRESENTED.

  - E.G., MR. JOHNSON ALWAYS TURNED THE OVERHEAD OFF, PUT THE CAP OF HIS PEN ON, AND GAVE INSTRUCTIONS FOR THE NEXT ACTIVITY WHEN A LESSON WAS COMPLETED. THE STUDENTS KNEW THAT INSTRUCTION WAS COMPLETED AND THAT THEY HAD TO LISTEN FOR DIRECTIONS BEFORE GETTING UP LEAVING THEIR SEATS.

10.3.1.8 IN ANY CASE, WE SHOULD BE SURE TO REINFORCE BEHAVIORS WHICH ARE IN COMPLIANCE TO THE ABOVE RULES.

10.4 SMOOTH TRANSITIONS ARE ALSO ASSOCIATED WITH TEACHERS AND CLASSROOMS THAT ARE ORGANIZED... WHICH MEANS THAT

10.4.1 LESSON PLANS ARE PREPARED AND UNDERSTOOD.

10.4.2 SUPPLIES AND MATERIALS ARE ORGANIZED AND AVAILABLE, AND SPECIFIC PROCEDURES HAVE BEEN INDICATED FOR GETTING THEM OUT AND PUTTING THEM BACK.

10.4.3 THE VARIOUS WORK AND ACTIVITY AREAS OF THE CLASSROOM ARE CLEARLY UNDERSTOOD, MARKED AND/OR INDICATED.

- E.G., MR. MILLER FOUND THAT HE HAD TO DESIGNATE

LOCATIONS AND RULES FOR THE FOLLOWING AREAS IN A CLEAR MANNER SO THAT HIS STUDENTS UNDERSTOOD THE ENVIRONMENT IN WHICH THEY HAD TO MOVE.

- FREETIME AREA
- CREATIVE/EXPLORATION AREA
- QUIET AREA
- PROJECT AREA
- INDEPENDENT WORK AREA
- TIMEOUT OR "COOLING OFF" AREA
- SMALL GROUP AREA
- TEACHER'S DESK OR PREPARATION AREA
- STUDENT STORAGE AREA
- BULLETIN BOARD, ANNOUNCEMENT AREA
- STORAGE AND SUPPLIES AREA

10.4.4 THE ROOM IS ARRANGED TO MAXIMIZE EFFICIENT TRAFFIC PATTERNS AND FLOWS.

- E.G., MR. MILLER FOUND THAT HIS COMPUTER WORK STATIONS HAD TO BE LOCATED AWAY FROM THE INDEPENDENT WORK AREAS AND THE TIMEOUT SPOT. HE HAD TO MOVE HIS SMALL GROUP AREA AWAY FROM THE DOOR AND WINDOWS BECAUSE THE TRAFFIC WOULD DISTRACT HIM AND HIS STUDENTS.

10.4.5 THE ROOM IS ARRANGED FOR CONTINUOUS MONITORING OF ALL STUDENT ACTIVITIES, THE TEACHER SHOULD BE AWARE OF TROUBLE AREAS, SUCH AS

- STUDY CARRELS, TEACHER DESK, FREETIME AREA, SINKS, TRASH CANS, WINDOWS, DOORS, ETC.

10.4.6 ALL TIME SLOTS OR PERIODS ARE SCHEDULED AND PREPARED FOR IN ADVANCE.

- E.G., MS. BOSTON FOUND THAT DAILY AND WEEKLY SCHEDULES WERE USEFUL IN CREATING A PREDICTABLE AND ORGANIZED WORKING ENVIRONMENT. IN ADDITION TO ACADEMIC SUBJECTS AND OTHER INSTRUCTIONAL PERIODS, SHE HAD TO ARRANGE TIME AND PROCEDURES FOR THE FOLLOWING ACTIVITIES:
  - DIRECT INSTRUCTION TIME,
  - TRANSITIONS,
  - GETTING MATERIALS READY, HANDING OUT MATERIALS, PUTTING MATERIALS AWAY,
  - DEBRIEFING OR REVIEWING A LESSON,
  - GIVING OUT POINTS/TOKENS, OR GIVING SOCIAL/ACADEMIC BEHAVIOR FEEDBACK,
  - MAKING ANNOUNCEMENTS,
  - INDIVIDUAL AND SMALL GROUP MEETINGS,

10.4.7 ALLOW STUDENTS TO ACCESS "DISTRACTING" ACTIVITIES OR OBJECTS IN AN ORGANIZED AND SYSTEMATIC MANNER.

- E.G., MS. GREEN OBSERVED THAT AS SOON AS FREETIME OR SPECIAL ACTIVITY TIME WAS EARNED, HER STUDENTS WOULD RUN TO THOSE AREAS AND FIGHT OVER ACCESS TO THE MATERIALS AND EQUIPMENT (I.E., COMPUTERS, GAMES, SPECIAL DISPLAY OR ACTIVITY, ETC.). MS. GREEN ESTABLISHED SIGN-UP SHEETS, DESIGNATED TIMES OF THE DAY WHEN CERTAIN ACTIVITIES COULD BE ACCESSED, RULES FOR USE AND MISUSE, ETC.

10.5 TEACHERS MUST BE ABLE TO HANDLE MISBEHAVIOR DURING TRANSITIONS IN A QUIET, QUICK, AND SMOOTH MANNER.

10.5.1 ALL LENGTHY INTERACTIONS WHICH INCREASE TRANSITION TIMES AND OPPORTUNITIES FOR OTHER MISBEHAVIOR SHOULD BE AVOIDED. NOT ONLY DO STUDENTS LEARN HOW TO AVOID WORK, BUT THEY ALSO REDUCE THEIR LEARNING ENGAGEMENT TIME.

10.5.2 ALL CUES, RULES, ADVANCED ORGANIZERS, AND CONSEQUENCES ASSOCIATED WITH TRANSITIONS SHOULD BE PREPLANNED AND UNDERSTOOD BY BOTH TEACHERS AND STUDENTS.

10.6 THE KEY TO EFFECTIVE MOVEMENT BETWEEN ACTIVITIES AND TO MANAGING STUDENT AND TEACHER BEHAVIORS IS BEING PREPARED. IN REVIEW,

10.6.1 GIVE ADVANCED CUES AND ORGANIZERS.

10.6.2 MAKES LESSONS MOTIVATING AND CHALLENGING SO THAT STUDENTS LOOK FORWARD TO SUBSEQUENT LESSONS OR ACTIVITIES.

10.6.3 REINFORCE COMPLIANCE BEHAVIORS.

10.6.4 REDUCE OPPORTUNITIES FOR DISTRACTION.

10.6.5 ASSESS STUDENT UNDERSTANDING OF RULES AND DIRECTIONS.

10.6.6 STOP MINOR MISBEHAVIOR QUICKLY AND QUIETLY.

11.0 SOME NOTIONS ON MANAGING INDEPENDENT SEATWORK

11.1 AN INDEPENDENT SEATWORK ACTIVITY CAN BE A PRODUCTIVE TIME FOR STUDENTS AND TEACHERS. FOR EXAMPLE,

11.1.1 IT ALLOWS TIME FOR STUDENTS TO PRACTICE VARIOUS SKILLS.

11.1.2 IT PERMITS STUDENTS TO RECEIVE INDIVIDUAL HELP FROM THE TEACHER OR FROM PEERS.

11.1.3 IT INTRODUCES VARIETY INTO THE DAY'S ACTIVITIES.

11.1.4 IT ALLOWS THE TEACHER TO GIVE MORE DIRECT INSTRUCTION TO STUDENTS.

11.2 THE EFFECTIVE MANAGEMENT OF SEATWORK IS AFFECTED BY A NUMBER OF INSTRUCTIONAL MANAGEMENT VARIABLES. FOR EXAMPLE (DISPLAY T-11.2),

11.2.1 THE AMOUNT OF PLANNING IS CRITICAL. THE AMOUNT OF TIME AND MATERIALS AVAILABLE DURING INDEPENDENT SEATWORK MUST BE EXAMINED.

- E.G., THE LENGTH OF THE SEATWORK TIME SHOULD NOT BE SO LONG AS TO CAUSE THE STUDENT TO BE BORED WITH HIS REQUIRED ACTIVITY.

- E.G., THE AMOUNT OF WORK TO BE COMPLETED SHOULD BE ACCOMPLISHABLE WITHIN THE AMOUNT OF TIME DESIGNATED.

11.2.2 THE RULES FOR GAINING TEACHER ATTENTION OR ASSISTANCE MUST BE CLEAR AND ENFORCED.

- I.E., HELP SIGNALS FOR TUTORS, AIDE, ETC.

- E.G., MS. BOSTON REQUIRED HER STUDENTS TO RAISE THEIR HAND WHEN THEY REQUIRED TEACHER ASSISTANCE. MR. GREEN USED A DIFFERENT SIGNAL WHICH CONSISTED OF A SMALL PLACECARD. THIS "CARD" HAD HELP PRINTED ON ONE SIDE AND "WORKING" ON THE OTHER. THE STUDENT SIMPLY INDICATED THE SIDE OF THE CARD REQUIRED.

- WAIT SIGNALS FOR WHEN IMMEDIATE ASSISTANCE IS NOT AVAILABLE MUST ALSO BE CLEAR.

- E.G., MR. SEYMOUR TAUGHT HIS STUDENTS TO GO ON TO THE NEXT PROBLEM OR NEXT ASSIGNMENT OR TO SIT QUIETLY AFTER HE ACKNOWLEDGED THEIR RAISED HAND. WHEN MS. BOSTON WAS BUSY WORKING WITH ANOTHER STUDENT OR ON ANOTHER TASK, SHE WOULD SIGNAL THE STUDENT WITH A RAISED INDEX FINGER, WHICH TOLD THE STUDENT THAT SHE SAW THEIR REQUEST FOR ASSISTANCE, THAT SHE WOULD BE THERE AS SOON AS SHE COULD, AND THAT THEY SHOULD CONTINUE TO WORK AS BEST THEY COULD.

11.2.3 ALTERNATIVE ACTIVITIES WHEN A STUDENT IS DONE WITH AN ASSIGNED ACTIVITY SHOULD BE INDICATED.

- E.G., MR. WATT FOUND THAT THE NUMBER OF DISRUPTIVE BEHAVIORS WOULD INCREASE TOWARD THE END OF INDEPENDENT WORK TIME. HE OBSERVED THAT WHEN MOST STUDENTS FINISHED THEIR ASSIGNED WORK, THEY WERE UNABLE TO FIND SOMETHING CONSTRUCTIVE TO DO ON THEIR OWN. NOW, MR. WATT ARRANGES A NUMBER OF ALTERNATIVE ACTIVITIES FOR STUDENTS TO SELECT FROM WHEN THEY ARE DONE WITH THEIR ASSIGNED WORK.

11.2.4 TEACHERS SHOULD BE ENGAGED IN GOOD MANAGEMENT BEHAVIORS WHILE STUDENTS ARE ENGAGED IN INDEPENDENT SEATWORK. FOR EXAMPLE, THEY SHOULD

11.2.4.1 MOVE AROUND THE ROOM ON A RANDOM BUT SYSTEMATIC SCHEDULE.

- E.G., MR. WATT GRADES PAPERS WHILE HIS STUDENTS ARE DOING INDEPENDENT SEATWORK; HOWEVER, ON THE AVERAGE OF EVERY FOUR MINUTES, HE WILL WALK AROUND SOME PART OF THE CLASSROOM. HE WILL ANSWER QUESTIONS OR CHECK ON INDIVIDUAL STUDENT WORK.

11.2.4.2 VISUALLY SCAN THE ROOM WITH THEIR EYES ON A REGULAR BASIS.

- E.G., MS. BOSTON TEACHES SMALL GROUP LESSONS WITH SOME STUDENTS WHILE OTHERS DO INDEPENDENT SEATWORK. DURING HER LESSONS, SHE WILL POSITION HERSELF SO THAT ALL THE STUDENTS CAN SEE HER AND SHE WILL MAKE AN OVERT CHANGE IN BODY POSITION AND SCAN THE CLASSROOM ON A REGULAR BASIS.

11.2.4.3 GIVE PRAISE AND ON-TASK CUES TO STUDENTS WHO ARE ENGAGED IN INDEPENDENT SEATWORK.

- E.G, OCCASIONALLY, MS. BOSTON WILL ALSO MAKE A COMMENT OR GIVE SOME SORT OF POSITIVE ACKNOWLEDGEMENT TO A STUDENT WHO IS ON-TASK. FOR THOSE STUDENTS WHO ARE ABOUT TO FINISH THEIR SEATWORK, SHE WILL GIVE AN ADVANCED ORGANIZER ABOUT ALTERNATIVE ACTIVITIES FROM WHICH THEY MAY CHOOSE WHEN THEY GET FINISHED.

11.2.4.4 PROVIDE QUICK AND NON-DISRUPTIVE CUES OR CONSEQUENCES FOR MINOR MISBEHAVIOR.

- E.G., THE SECOND THAT HE NOTICES A STUDENT GOING OFF-TASK OR ENGAGED IN A MINOR MISBEHAVIOR, MR. WATT WILL MAKE EYE-CONTACT OR SIGNAL THE STUDENT TO MOVE BACK TO HIS/HER WORK. THE SIGNAL IS PRESENTED SO THAT ONLY THE TARGET STUDENT IS SIGNALLED AND SO THAT OTHER STUDENTS ARE NOT DISTRACTED.

11.2.5 EVALUATE THE PHYSICAL ARRANGEMENT OF THE ROOM AND LOOK FOR TROUBLE SPOTS.

- I.E., LOOK FOR AREAS IN THE CLASSROOM THAT MIGHT CAUSE STUDENTS TO BE DISTRACTED OR TEACHERS TO BE UNABLE TO MONITOR. SOME OF THE MORE COMMON PROBLEM AREAS FOUND IN THE CLASSROOM ARE CLASSROOM PROJECT AREAS, LIVE PETS, COMPUTERS, FREETIME AREAS, TIMEOUT LOCATIONS, ETC.

11.2.6 EVALUATE THE NATURE OF THE INSTRUCTIONAL ACTIVITY, WHICH SHOULD BE

11.2.6.1 SPECIFIC, MEANINGFUL, UNDERSTANDABLE, AND ACCOMPLISHABLE.

11.2.6.2 VARIED AND CHALLENGING.

11.3 THE BOTTOM LINE IS THAT SEATWORK TIME MUST BE CAREFULLY PLANNED AND PRESENTED JUST LIKE DIRECT INSTRUCTIONAL ACTIVITIES.

11.4 THIS IS THE CONCLUSION OF PART THREE OF A THREE PART MODULE ON INSTRUCTIONAL PROGRAMMING FOR THE HANDICAPPED ADOLESCENT AND YOUNG ADULT IN CORRECTIONAL SETTINGS.

11.4.1 WE FOCUSED ON STRATEGIES FROM THE TEACHER EFFECTIVENESS LITERATURE WHICH HAVE BEEN SHOWN TO MAXIMIZE OPPORTUNITIES FOR ACADEMIC AND SOCIAL BEHAVIOR LEARNING AND TO REDUCE STUDENT AND TEACHER BEHAVIORS WHICH INTERFERE WITH LEARNING.

WE DISCUSSED ACADEMIC ENGAGEMENT TIME, AND

(a) THE POSITIVE RELATIONSHIP BETWEEN LEARNING AND THE AMOUNT OF ACTIVE STUDENT INTERACTION WITH THE INSTRUCTIONAL MATERIALS.

(b) FACTORS WHICH AFFECT STUDENT ACADEMIC ENGAGEMENT TIME.

11.4.3 WE DISCUSSED SECURING AND MAINTAINING STUDENT ATTENTION TO TASK.

(a) BEFORE A LESSON STARTS

(b) DURING A LESSON

(c) DIFFERENT KINDS OF MOMENTUM PROBLEMS

11.4.4 WE DISCUSSED TRANSITIONS BETWEEN LESSONS.

(a) INTERFERENCE WITH ENGAGEMENT TIME AND LEARNING

(b) VARIETY OF TRANSITIONS IN A SCHOOL DAY

(c) TEACHING TRANSITION PROCEDURES AND ROUTINES

(d) ORGANIZING THE CLASSROOM ENVIRONMENT FOR SMOOTH TRANSITIONS

(e) RESPONDING TO MISBEHAVIOR

11.4.5 WE DISCUSSED NOTIONS ON MANAGING INDEPENDENT SEATWORK.

(a) IMPORTANCE AND FUNCTION OF INDEPENDENT SEATWORK

(b) EFFECTIVE MANAGEMENT OF INDEPENDENT SEATWORK

(c) PLANNING FOR INDEPENDENT SEATWORK

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DIRECT INTERVENTIONIST APPROACH (T-INTRO)

ACTIVE

RESPONSIBLE

FUNCTIONAL

PERFORMANCE-BASED

DYNAMIC

****

CRITICAL COMPONENTS OF THE INSTRUCTIONAL SETTING (T-1.0)

STUDENT

TEACHER

SOCIAL ENVIRONMENT OF THE ADOLESCENT/YOUNG ADULT

SCHOOL OR EDUCATIONAL PLACEMENT

MASS MEDIA

CURRICULUM AND INSTRUCTION

STAGES OF LEARNING (T-2.1)

ACQUISITION

FLUENCY OR PROFICIENCY

MAINTENANCE

GENERALIZATION

ADAPTATION

****

EIGHT STEPS IN THE SYSTEMATIC INSTRUCTION MODEL (T-3.1)

1. ASSESS

2. SET LONG TERM OBJECTIVE

3. SET SHORT TERM OBJECTIVE BASED ON LONG TERM OBJECTIVE

4. WRITE AN INSTRUCTIONAL PLAN

5. WRITE A MEASUREMENT PLAN

6. IMPLEMENT THE INSTRUCTIONAL AND MEASUREMENT PLANS

7. MODIFY THE INSTRUCTIONAL PLAN BASED ON THE STUDENT'S PERFORMANCE DATA

8. EVALUATE THE EFFECTIVENESS OF THE TOTAL INSTRUCTIONAL PLAN

ASSESSMENT AND EVALUATION (T-4.1)

ASSESSMENT =

EVALUATION =

SUMMATIVE ASSESSMENT AND EVALUATION =

FORMATIVE ASSESSMENT AND EVALUATION =

****

DATA-BASED DECISION MAKING (T-4.3)

MEASURABLE BEHAVIORS AND EXPECTATIONS

FUNCTIONAL MEASUREMENT PROCEDURES

DIRECT MEASUREMENT OF INSTRUCTIONAL BEHAVIORS

IMPLEMENTABLE ON CONTINUOUS BASIS

DATA-DECISION RULES

"IF-THEN" STATEMENTS

LEVELS OF ASSESSMENT (T-4.4)

LEVEL ONE: WRITTEN DOCUMENTS OR ARCHIVES

LEVEL TWO: INTERVIEWS AND VERBAL REPORTS

LEVEL THREE: FOMAL AND INFORMAL WRITTEN TESTS

****LEVEL FOUR: DIRECT OBSERVATIONAL DATA

****

LEVELS OF BEHAVIOR OBJECTIVES (T-5.2)

EDUCATIONAL GOAL STATEMENT

"TO INCREASE IKE'S COMPUTATIONAL SKILLS IN MATHEMATICS."

"BY THE END OF NINE WEEKS, SIMON WILL INCREASE HIS READING RATE TO GRADE LEVEL."

"WHILE IN REGULAR CLASSES, ANTONETTE WILL SHOW IMPROVED PEER RELATIONS."

LONG TERM OBJECTIVES (T-5.2.2)

"GIVEN 20 TWO DIGIT BY TWO DIGIT MULTIPLICATION PROBLEMS THAT REQUIRE CARRYING, IKE WILL WRITE THE CORRECT PRODUCT FOR 18 OUT OF 20 PROBLEMS WITHIN 20 MINUTES FOR TWO CONSECUTIVE DAYS."

"GIVEN A LOCAL NEWSPAPER, SIMON WILL READ ORALLY AT LEAST 80 WORDS PER MINUTE WITH NO MORE THAN TWO ERRORS EVERY TWO MINUTES FOR TWO CONSECUTIVE SESSIONS."

"WHEN IN A 50 MINUTE REGULAR EDUCATION MATH CLASS, ANTONETTE WILL SAY THE NAME OF THE PERSON OF WHOM SHE MAKES A REQUEST IN 80% OF THE OPPORTUNITIES FOR THREE CONSECUTIVE DAYS."

SHORT TERM OBJECTIVES

****

GUIDELINES FOR WRITING BEHAVIOR OBJECTIVES (T-5.5)

1. WRITE COMPLETE OBJECTIVES: NAME OF STUDENT, BEHAVIOR, CONDITION, AND CRITERIA.

2. BEHAVIOR STATED AS ACTIVE VERB.

3. REPLICABLE CONDITIONS.

4. MEASURABLE CRITERIA BASED ON BASELINE PERFORMANCE.

5. STATED IN POSITIVE TERMS.

ADJUSTMENT OF BEHAVIOR OBJECTIVES (T-5.6)

1. ADJUST INDICATOR BEHAVIOR

2. ADJUST ENTRY POINT

3. ADJUST LEARNING STEP SIZE

4. ADJUST INSTRUCTIONAL PROMPTS AND AIDS

5. ADJUST CRITERION OR STANDARD

****

STANDARD FORMULA FOR WRITING A BEHAVIOR OBJECTIVE (T-5.7)

*GIVEN....., BILL WILL.....

KINDS OF TASK ANALYSES (T-6.2.1)

BY TEMPORAL ORDER: E.G., FOR GREETING A NEW PERSON, A TASK ANALYSIS MIGHT CONSIST OF THE FOLLOWING TEMPORALLY ORDERED STEPS.

a. STAND FACING THE PERSON WITHIN THREE FEET.

b. LOOK AT THE PERSON'S FACE.

c. SAY "HI, MY NAME IS _____."

d. EXTEND YOUR RIGHT HAND.

e. GRASP HIS/HER HAND FIRMLY.

f. SHAKE HANDS FOR TWO SECONDS.

g. RELEASE HIS/HER HAND.

h. SAY "NICE TO HAVE MET YOU, _____."

****

BY RESPONSE DIFFICULTY (T-6.2.2): E.G., FOR TEACHING A STUDENT TO WRITE HIS NAME.

a. GIVEN "G _ O R G _", WRITE "GEORGE."

b. GIVEN "G _ _ R G _", WRITE "GEORGE."

c. GIVEN "G _ _ _ G _", WRITE "GEORGE."

d. GIVEN "G _ _ _ _ _", WRITE "GEORGE."

e. GIVEN "_ _ _ _ _ _", WRITE "GEORGE."

f. GIVEN "_____", WRITE "GEORGE."

BY STANDARD OR CRITERION (T-6.2.3): E.G., FOR IMPROVING PROFICIENCY ON MATH FACTS.

a. GIVEN 20 PROBLEMS, WRITE CORRECT ANSWERS FOR 50% OF THE PROBLEMS WITHIN 20 MINUTES.

b. GIVEN 20 PROBLEMS, WRITE CORRECT ANSWERS FOR 70% OF THE PROBLEMS WITHIN 20 MINUTES.

c. GIVEN 20 PROBLEMS, WRITE CORRECT ANSWERS FOR 90% OF THE PROBLEMS WITHIN 20 MINUTES.

d. GIVEN 20 PROBLEMS, WRITE CORRECT ANSWERS FOR 90% OF THE PROBLEMS WITHIN 15 MINUTES.

****

THREE MAJOR INSTRUCTIONAL ELEMENTS (T-7.1)

STUDENT'S RESPONSE OR OBSERVED BEHAVIOR

ANTECEDENT OR PRECEDING INSTRUCTIONAL PROMPTS

CONSEQUENCE OR FOLLOWING INSTRUCTIONAL FEEDBACK

****

ANTECEDENTS (T-7.2.1)

ATTENTION SIGNALS

TASK STIMULUS

STIMULUS PROMPTS

PHYSICAL PROMPTS

VERBAL INSTRUCTIONS OR HINTS

ADDED CUES

TEACHER'S DIRECTIONS

ACADEMIC ENGAGEMENT TIME (T-8.1.2)

FACTORS

INSTRUCTIONAL TASK OR ACTIVITY

EFFICIENCY OF TRANSITIIONS BETWEEN INSTRUCTIONAL ACTIVITIES

ABILITY TO TEACH AND MAINTAIN STUDENT ATTENTION

CLASSROOM AND BEHAVIOR MANAGEMENT SKILLS OF THE TEACHER

****

INSTRUCTIONAL MOMENTUM OR MOVEMENT PROBLEMS (T-9.1.2.2)

JERKINESS

SLOWDOWNS

OVERDWELLINGS

FRAGMENTATION

****

MANAGEMENT OF SEATWORK (T-11.2)

AMOUNT OF PLANNING

RULES FOR GAINING TEACHER ATTENTION AND ASSISTANCE

AVAILABILITY OF ALTERNATIVE ACTIVITIES

BEHAVIOR MANAGEMENT SKILLS

PHYSICAL ARRANGEMENT OF ROOM

NATURE OF INSTRUCTIONAL TASK OR ACTIVITY

C/SET MODULE: _____ DATE: _____

TRAINER: _____

Please answer the following questions as honestly as you can. Your responses will be used for the following purposes:

1. To assist trainers in evaluating training effectiveness.
2. To assist in planning future training sessions.
3. To assist in revising C/SET training modules.

General Questions (Check One)

1. Was your attendance at the session(s):

___ a. by your own initiative to gain information on the topical areas?

___ b. by your own initiative as respite from the classroom?

___ c. a requirement you felt good about?

___ d. a requirement you would rather not have had?

Comment (Optional): _____

2. Training session(s) were:

___ a. held at a convenient time and day of the week.

___ b. held at a convenient time but not a convenient day of the week.

___ c. held at a poor time but on an appropriate day of the week.

___ d. neither convenient as to time or day of the week.

Comment (Optional) _____

Suggestions for better time and/or day (optional): _____

3. How appropriate was the length of the training session(s)?

___ much too long
___ somewhat long
___ just right
___ somewhat short
___ much too short

Comment (Optional): _____

Specific Questions (Check One)

1. What is your overall reaction to the information presented in the session(s):

___ I see little or no application
___ I might apply it, but first I need more information
___ I might apply it, but first I need more in-situation feedback and support
___ I will apply it; it could result in an increased effectiveness
___ I have applied it and have found it useful
___ I have applied it and have found it to be ineffective

Comment (Optional): _____

2. The information presented was:

___ new and exciting
___ the same old stuff with a different bend
___ nothing new

Comment (Optional): _____

3. The presentor was:

___ knowledgeable and interesting
___ knowledgeable yet boring
___ unsure about the content, yet interesting
___ unsure about the content and boring

Comment: _____

4. Media used in the session(s) was:

___ very effective
___ adequate
___ poor

Comment: _____

_____

5. What was the most important learning that resulted from the session(s)?

6. What was disappointing about the session(s)? What did you need or expect to learn that you didn't?

7. What will you do differently in your classes as a result of the training session(s)?

8. Other comments or suggestions:

Please send completed evaluations to:

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